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An Analysis of Factors Which Interfere with the Full Implementation of Archdiocesan Policies by Local Schoolboards in the Archdiocese of Chicago

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AN ANALYSIS OF FACTORS WHICH INTERFERE WITH THE FULL
IMPLEMENTATION OF ARCHDIOCESAN POLICIES BY LOCAL
SCHOOLBOARDS IN THE ARCHDIOCESE OF CHICAGO

by

Joanne M. Planek

A Dissertation Submitted to the Faculty of the School of
Education of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of Doctor of Education

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ABSTRACT

TITLE: AN ANALYSIS OF FACTORS AFFECTING THE FULL IMPLEMENTATION OF
ARCHDIOCESAN POLICIES BY LOCAL SCHOOL BOARDS IN THE ARCHDIOCESE
OF CHICAGO

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The purpose of this dissertation is to analyze factors affecting the full implementation of Archdiocesan policies by local school boards. The only document directing the efforts of the local school boards is the Archdiocesan Policy Manual School Policies and Administrative Regulations for Elementary Schools. Each school is required to follow these policies and to further amplify the stated policies and adopt a set of local policies which reflect specific local needs.

A questionnaire was sent to each of the three hundred thirty school board chairpersons in the elementary schools of the Archdiocese of Chicago. The policies identified in the questionnaire were from three different chapters in School Policies and Regulations for Elementary Schools: Personnel, Students, and Instruction. There were one hundred twenty seven completed questionnaires returned.

In order to analyze why some schools were not in compliance with the policy manual, two methods were used to obtain further data about the schools which had obtained low scores, which indicated they were not implementing several policies. First, the school board chairpersons in the schools receiving low scores, were personally interviewed and specifically asked why they were not implementing the policies.

Second, in addition to the information gathered from the questionnaires and the personal interviews, other variables were also examined to determine if these variables had an affect on the level of implementation of the policies.

Information was gathered on ten different variables from the fact sheet attached to the questionnaire. The information gathered from the ten variables was crossed checked against the policies not being implemented.

Some of the major conclusions from this study were: 1) Chicago schools tend to be out of compliance more often than suburban schools, 2) Principals in the same schools for over ten years tend to be out of compliance more often than principals with shorter tenure, 3) There was deliberate non-compliance of some policies by local school boards in order to implement local policies which were more relevant to the local school board, 4) The policies focusing on parental involvement were among the policies being implemented least often, 5) School board chairpersons were not always aware of the content of the Archdiocesan Policy Manual, 6) Students' rights in the area of expulsion were not fully recognized, 7) Fire drills were not conducted according to policy by the majority of the schools reporting, 8) Lack of finances and or facilities were keeping some schools from offering complete academic programs, especially Fine Arts and Physical Education programs, 9) Lack of consensus on the part of parents and school administrators kept programs in Human Sexuality from being offered in all the schools.

Some of the recommendations are:

-Require that all school board members attend a minimum of one training session prior to sitting on the school board in order to familiarize themselves with the Archdiocesan Policy Manual.

-The Archdiocesan School Office should examine the possibilities of small schools clustered together, especially in the city, sharing personnel and or facilities in order to offer a complete academic program to all students, especially in the areas of Fine Arts and Physical Education.

-The Archdiocesan School Office should investigate the possibilities of

creating a regional cluster of school boards whereby school board members from a number of local parishes would have an opportunity to share ideas, visions, and solutions to similar problems as well as to receive in-service training.

-Since the local parish school board and the pastor hire the principal, they should in turn hold the principal accountable for full implementation of Archdiocesan policies.

-Local parish clusters should explore the possibility of establishing a centralized substitute teacher center whereby several schools could benefit from the services of available qualified substitute teachers.

-The Archdiocesan School Office should compile and distribute a Handbook On Student's Rights to all teachers, administrators, pastors and school board members.

Further study was suggested in certain areas:

-A study should be made to determine if policies contained in diocesan policy manuals are being implemented in other dioceses such as Joliet and Peoria.

-A study should be made to determine the amount and kind of orientation training the average school board member receives at the local parish level.

-A study should be made to determine if the pastors, principals, and current school board chairpersons would be interested in pursuing the possibility of forming regional boards of education in the Archdiocese of Chicago to facilitate school board members training as well as broaden the information base for decision making.

-A study should be made by the Archdiocesan School Board to examine ways to monitor the full implementation of its policies.

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The author would also like to thank her husband Chuck and all her children for their support, patience, and understanding throughout her studies at Loyola.

For their sacrifices and devotion, the author is also extremely grateful to her mother and father.

VITA

Joanne M. Planek was born in Chicago, Illinois, December 24, 1935. She received her elementary education at Presentation school in Chicago, and her secondary education at St. Mary's High School in Chicago. She received her Bachelor of Science in Education from Loyola University in June, 1970 and Master of Education from Loyola in February, 1974.

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The author is married to Charles Planek and has six children, Charles, Kathleen, Mary, John, William and Robert.

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CHAPTER I

INTRODUCTION

In 1967 the Chicago Archdiocesan School Board formulated a policy which recommended that all parishes in the archdiocese of Chicago institute a parish school board:

It is recommended that the pastor share his responsibilities for the parish school with a representative group of parents and parishioners. This group will be charged with the formulation of policies to govern the operation of the school. All such policies, however, must be in accordance with those set by the Archdiocesan School Board.¹

In 1969 the Archdiocesan School Board formulated a policy stating that every parochial school shall have a parish school board or a school advisory committee;

The parish school board shall be responsible for the development of policies to govern the operation of the school. All such policies must be in accordance with those established by the Archdiocese School Board.²

In 1971 the Archdiocesan School Board formulated a further policy stating that every elementary school will have a policy making school board:

At the earliest possible date, but not later than September, 1973, every elementary school will have a

¹Archdiocese of Chicago Board, School Policies and Administrative Regulations for Elementary Schools, Chicago, 1967.

²Ibid., p. 2.

policy making board. Membership on the parish school board shall be representative of the parents and other members of the parish. The parish school board shall be responsible for the development of policy to govern the operation of the school. All such policies must be in accordance with those established by the Archdiocesan School Board.³

The preceding policy formulations flow indirectly from the Church's Twenty-First Ecumenical Council which came to be popularly known as Vatican II. The first period of deliberation for the Council began on October 11, 1962 and ended on December 8, 1965.⁴

The documents completed by Vatican II had a powerful impact on the role of the laity in the church:

An individual layman, by reason of the knowledge, competence, or outstanding ability which he may enjoy, is permitted and sometimes even obliged to express his opinion on things which concern the good of the church. When occasions arise, let this be done through the agencies set up by the Church for this purpose. Let it always be done in truth in courage and in prudence, with reverence and charity toward those who by reason of their sacred office represent the person of Christ.⁵

Further, the documents stress the active role of the laity in the church as well as a respect for the dignity of the layman:

Let sacred pastors recognize and promote the dignity as well as the responsibility of the layman in the Church. Let them willingly make use of his prudent

³Ibid., p. 4.

⁴Walter Abbott, S. J., ed., The Documents of Vatican II (New York: The American Press, 1966), p. XV.

⁵Ibid., p. 64.

advice. Let them confidently assign duties to him in the service of the Church, allowing him freedom and room for action. Further, let them encourage the layman so that he may undertake tasks on his own initiative. Attentively in Christ, let them consider with fatherly love, the projects, suggestions, and desires proposed by the laity. Furthermore, let pastors respectfully acknowledge that just freedom which belongs to everyone in this earthly city.⁶

As a result of the Council's directives, local parish school boards were established. These local boards were provided with a policy manual entitled, School Policies and Administrative Regulations for Elementary Schools. This manual identifies the policies currently in effect for all archdiocesan elementary schools (current edition, 1975). The establishment and responsibilities of local school boards are outlined in this document. Policy #1151 states, "Every elementary school will have a policy making board."⁷ Policy #1153 states that,

The policies of the Archdiocesan School Board shall be policies of the local school board. The parish school board shall develop such additional policies as are necessary to govern the operation of the school.⁸

The responsibilities of the local parish school board are specified in the archdiocesan policy book, although Sister Mary Benet, former consultant to

⁶Ibid., p. 65.

⁷Archdiocese of Chicago, School Policies, p. 2.

⁸Ibid, p. 6.

Archdiocesan School Boards, asserts that school boards are more than a policy setting body:

In order to relate to structures, roles, relationships and responsibilities within the local parish setting, Catholic school must be defined as Christian Educational Communities. Only in this setting is it possible to adequately describe the cooperation and interdependence that mark the character of a parish school board as it works with the pastor and the principal to enable the school to reach its goals. Such a board is called upon to be more than a policy setting body. As it relates to, and works with, the other members of the parish team, it is itself constantly modeling the faith community image that surrounds and permeates the school and gives it its Christian character.⁹

The parish school board, whose authority is derived from the Archbishop of the diocese and the Archdiocese School Board, has a special responsibility to provide quality education for all those children in the parish who attend the local parish school.

School boards have several specific primary areas of responsibility:

- to develop policies that are compatible with the school's philosophy and that will enable the school to reach its goals.
- to hire the administrator with the approval of the pastor.
- to approve the annual budget and determine the sources of funding it.
- to represent its constituency.¹⁰

⁹Sister Mary Benet McKinney, OSB, Shared Decision Making Revisited (Chicago: Archdiocese of Chicago School Office, 1977), p. 6.

¹⁰Ibid., p. 6.

The local school boards have other secondary areas of responsibilities as well, but all other policies flow from these major areas.

Rationale/Purpose

School Policies and Administrative Regulations for Elementary Schools is the official policy manual which directs the efforts of all the local parish school boards in the archdiocese of Chicago. Training is provided on an on-going basis for all school board members through the Archdiocesan Board of Education and through the Archdiocese Association of School Boards in order to create an awareness of existing Archdiocesan Board of Education policies and to develop techniques in identifying new policy needs at the local parish level.

The Archdiocesan Board of Education has a full time consultant available to all parish school boards in the archdiocese. The consultant functions to train new board members and to be available on a regular basis to help solve problems and provide whatever services the local parish school boards request.

In addition to the personal services of the school board consultant, there is a set of video-tape training sessions which may be viewed over Catholic Television of Chicago (C.T.N.C.) per individual parish request. The titles of some of the programs available for viewing are:

- Off to a Good Start
- Policy Making
- Policy Reviewing
- Policy Review Procedures
- The Principal and Policy
- The Board and Archdiocesan Policy.¹¹

The distinct advantage of these tapes is that the local parish school board can request the specific tape they wish to view at a time when it is most convenient for them based on their own local needs.

Also, the Archdiocesan School Board suggests that each new school board member be provided with a copy of Shared Decision Making which is a training manual for local school boards, pastors, and principals.¹² The manual contains suggestions on policy making, good public relations, financing the school, electing school board members, and other useful chapters pertinent to a well functioning board.

Additional training is provided for local parish school boards by the Association of Parish School Boards which consist of 300 local parish boards. The Association of Parish School Boards organizes two Parish School Board Congresses each year--one in November and one in March. On

¹¹C.T.N.C., "Make Your School Board Work."

¹²McKinney, Decision Making.

March 22, 1980 the most recent congress was held and such topics as public relations, legal aspects of board membership, spiritual formation of boards, admissions policy and guidelines, were presented. The Association also publishes a newsletter, Exchange, which is mailed to all members of the Association. Exchange informs members of what is taking place within the Association and also focuses on various topics of interest to all school board members.

Even though initial training is made available to new school board members and up-dating provided on a regular basis, there has never been any study-audit of the policy book (School Policies Administrative Regulations for Elementary Schools) to determine if the policies are being implemented. Nor has there ever been a study to determine the factors which might affect implementation of Archdiocesan Board of Education policies by the local parish school boards in the Archdiocese of Chicago.

Therefore, the purpose of this dissertation will be to determine if the archdiocesan policies are being implemented by the local parish school boards. This study will quantitatively analyze those factors which interfere with the implementation of the policies.

The main purpose of School Policies and Administrative Regulations for Elementary School is to provide a skeletal framework whereby local parish school boards can begin their key tasks as policymakers. The policies

formulated and specified in S.P.A.R.E.S. are made by the Archdiocesan Board of Education and as such represent the work of a group designed to represent the total parishes as a whole while physically removed from direct contact or involvement with the local parish schools.

Also, the local parish elementary schools are financially autonomous from the Archdiocesan Board of Education and are directly responsible for all financial obligations to maintain and operate their local schools. This financial picture whereby all monies to finance the local parish school are raised by the local parish is a general operating norm with the exception of some poorer parishes which have received subsidies from the archdiocese to help maintain their schools. "Since 1965, when John Cardinal Cody came to Chicago, the Church has poured over \$40 million into inner-city ministry."¹³

Further, the Archdiocesan Board of Education together with the Archdiocesan School Office are unable to effectively monitor policy implementation because of the scope of the task except through the individual complaints which may be reported directly to the Archdiocesan School Board and/or School Office.

Therefore, this study will be the first document attempt to verify implementation/non-implementation.

¹³"Part two: The parishes nobody wants any more," The Chicago Catholic, 25: April 1980, p. 1.

Procedures-Methodology

Chicago is the largest archdiocese in the United States and the fifth largest single school district in the United States. There are 386 elementary schools in the diocese of Chicago (1979-80). Three hundred and thirty of these schools have a school board chairperson who is the official representative of the school board and who conducts all school board meetings.

A questionnaire was designed and sent to a representative number of identified "experts" in the area of responsibilities of school boards in order to field test this instrument (questionnaire). These experts were requested to critique the questionnaire regarding clarity and readability of questions asked as well as the basic format of the questionnaire. (See Appendix A) They were also asked to closely examine each question to determine if the specific questions were getting at the information the study was seeking. The questionnaire contained forty-two (42) questions. Each question asked was based on a specific policy. For instance, policy #2110 on teacher tenure specifies that after three years of satisfactory work in a parochial school of the Archdiocese of Chicago, a lay teacher will acquire tenure in that school and may not be dismissed except by written notice which sets forth the specific reasons for dismissal. The item on the questionnaire regarding this policy reads:

PERSONNEL

1. After how many years of satisfactory service do probationary (non-tenured) teachers acquire tenure? (Check only one)

1 year	5 or more years
2 years	It varies at discretion of principal
3 years	Other _____ (specify)
4 years	

Note: A complete copy of the questionnaire is in Appendix A.

Once agreement from the group of experts had been reached the questionnaire was completed. The questionnaire was then sent to the 330 school board chairpersons asking them to respond to each of the questions identified. Each chairperson was directed to make any additional comments on the questions asked if he/she felt that it was necessary.

The policies identified in the questionnaire were from three different chapters in the School Policies and Regulations for Elementary Schools. The chapters on Personnel, Students, and Instruction were chosen to analyze because these areas contained the largest number of policy statements and these areas were also separate chapters identified in five other policy books from five different dioceses throughout the United States (Los Angeles, Brooklyn, Joliet, Detroit, and Boston).

After the data from the questionnaire had been tabulated, the policies which were implemented most frequently and the policies which were implemented least frequently were identified. The policies were divided into the three different areas of Personnel, Students, and Instruction. The information was presented in graphic form indicating the number of policies implemented least often as well as low and high implementation.

The questionnaire also contained a section entitled School Fact Sheet which sought demographic information as well as other data. (See Appendix A, p. 9, questions 43-50).

The data gathered from the responses to questions 43-50 (School Fact Sheet) were analyzed by comparing the responses to the first forty-two (42) items on the questionnaire. For instance, school size (number of students enrolled) were examined to determine if there was any relationship with the non-implemented policies. Also, all other items on the fact sheet were analyzed to determine possible relationships.

The information yielded from the questionnaire was followed up with interviews with those chairpersons whose responses on the completed questionnaire indicated that they did not implement a high percentage of the policies. It is at this point that some factors were identified which affected full implementation of the Archdiocesan policies at the local school board level.

The interviews began by asking each chairperson why they were not implementing the policies. There was also an opportunity for the chairpersons being interviewed to volunteer any additional information they felt would help identify factors which interfered with implementation at the local level. The specific questions asked to form the basis for the personal interview were directed by the specific policies not being implemented by the local parish school boards.

Analysis of the Data

The data received from the questionnaires were categorized, tabulated, and presented to facilitate interpretation of the findings. After the information had been gathered from the interviews, factors were isolated which interfered with the full implementation of some of the policies. Note that the school board chairpersons interviewed indicated that their schools were out of compliance for different policies; therefore, more information was gathered on some policies than was gathered on others during the interviews.

The information gathered from the variables on the School Fact Sheet was cross checked against the policies not being implemented by each school. For instance, 19 schools were not implementing policy #1 which is in the area of Personnel. Therefore, a tab was run on all the policies not

being implemented in the Personnel area against all the variables listed on the fact sheet. (See Appendix B).

Further, the responses were closely examined to compare and contrast trends, to look for similarities and differences, and to seek out and interpret the patterns which might surface.

The resulting data from this study should prove informative to the Archdiocese policy makers in analyzing their policy statements and should provide them with specific suggestions when revising the policy statements or when designing in-service programs for new school board members in the future.

Also, the data provide information as to why specific policies and which specific policies had not been implemented. This should serve as an impetus for not only re-examining the wording of the policy statements, but also a re-examination of the feasibility of the policy itself.

If this study indicates that the language used in the policy statements is so unclear that it leads to low-level implementation at the local level, then a closer look at the use of clearer language is a sound recommendation. If those policies which are implemented least often are rated as being too restrictive, then the policy makers will have to take a closer look at their intentions when writing the policy or else provide further in-service to local school boards to explain how and why they should expect such a policy to be implemented.

Further, if the study indicates that there is a high level of implementation of all the policies in all of the areas identified, then perhaps the diocese has designed a policy statement manual which should be used as a working model by other dioceses in the United States.

Limitations of the Study

The Archdiocese of Chicago, being the largest diocese in the United States and representing a cross-section of a wide variety of nationalities, ethnic groups and socio-economic levels, typifies other dioceses throughout the United States and therefore a large sample is presented from which to draw information. The availability of documents to study first-hand and the availability of school chairpersons to interview personally are a distinct advantage when researching a dissertation of this nature.

For these specific reasons, it is felt that while confining this study to the population of the Chicago Archdiocese might decrease one's ability to generalize the findings to other major dioceses, the sample size and diversity of parishes would yield information reliable enough to answer the major research question regarding levels of policy implementation and interfering factors.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The research segment of this project focuses on boards of education in general and specifically with one key function of school boards policy implementation. To that end, therefore, a review of the literature to ascertain what has been written in the area of school boards is an appropriate point from which to start.

The topic of "School Boards" is very broad and spans several topics from the general characteristics of school boards members to effective techniques of policy making. While research on this topic has proved to be broad in scope and mostly confined to school boards in the public sector, the suggestions made and the pitfalls to avoid while functioning on a school board are specific, direct, and useful aids to all novice school board members venturing into the professional arena of education.

Kenezevich indicated that the origin of public school boards can be traced to Massachusetts when he states:

Using Massachusetts as a prototype, we find that for two hundred years the schools were under the direction of the town meeting and later of the two selectment or a

committee of the selectmen. For this entire period school government was very much a part of other local government. In 1826 and 1827 the Massachusetts General Court (legislature) established the town school committee (school board) as a separate governmental body. This action was approximated in other states and school government came to be separated from other government at the local level.¹

One can see that public school boards have a long history dating back to 1827. However, school boards in the private sector at the local parish level are a relative newcomer on the scene. The history of the institution of school boards at the local parish level in the Archdiocese of Chicago has been highlighted in the first chapter. Their history has its beginnings in the late nineteen sixties, early nineteen seventies, and is a relative infant less than ten years old. The newness of local parish school boards probably is the reason why few studies on local parish school boards surfaced as a result of an ERIC search as well as an examination of dissertation topics from major Catholic Universities on the topic of school boards.

Nevertheless, the available literature on parish school boards mimics the suggestions and directions set forth by those writers whose expertise has been drawn from school boards in the public sector. For instance, authors such as Davies, Murdick, Harper, and Benet will be presented

¹Stephen J. Kenezevich, Administration of Public Education, Third Ed. (New York: Harper & Row Publishers, 1975), p. 10.

later in this chapter when their comments on local catholic school boards are highlighted. Yet, an ERIC search on developing school board policies in the public sector yielded insights similar to theirs. Dickinson in a paper presented at the Annual Convention of the National School Boards Association, strongly recommends that boards and their administrators master and begin to implement the skills of responsible and responsive policy making.² Orr, in developing a resource guide for school board policy, emphasizes that education decision makers have to view policy development as a total function involving systematic formulation and review.³ William Dickinson, in his report to the National School Boards Association, includes among some of his recommendations, developing workshops for school board members and school administrators in policy development as well as developing an information clearinghouse in policy development.⁴ Bowser also stresses the need for a board to have written policies as well as some means of disseminating information regarding these

²William E. Dickinson, "The Process of Developing Written School Board Policies," paper presented at the 35th Annual Convention of the National School Boards Association, Miami Beach, Florida, 20 April, 1975.

³Paul G. Orr, et al. A Resource Guide for School Board Policy in Alabama, Volumes I and II, October 1977.

⁴William E. Dickinson, Development of a School Board Policy Codification System and School Board Policy Information Clearinghouse, (Evanston, IL, 28 February, 1970)

policies.⁵ Coleman further suggests that all policy making boards need to find means of (1) identifying policy issues requiring attention, (2) prioritizing policy concerns, (3) arriving at decision, (4) stating board policies, and (5) evaluating the effectiveness of policies.⁶

Also, two widely accepted authors in public school administration present suggestions and ideas related to policy implementation. Their ideas and suggestions are followed by comments and suggestions presented by various authorities on local parish school boards.

Kenezevich and Campbell are two contemporary authors in school administration who have provided an historical overview of school boards as well as a listing of suggestions and recommendations regarding the functions and procedures of school boards. Therefore, it is appropriate to present sections of the major texts of Kenezevich and Campbell which deal with policy development and factors likely to influence the future of school boards.

According to Kenezevich some of the significant

⁵Robert H. Bowser, Developing School Policies, The Pennsylvania Executive Academy Monograph Series No. 2, Pennsylvania State Dept. of Education, Harrisburg, November, 1976.

⁶Peter Coleman, "School Boards as Policy-Makers," paper presented at the Annual Metropolitan Fraser Valley Seminar of the British Columbia School Trustees Association, September, 1978.

responsibilities of the local school board can be summarized as follows. School boards:

- Ascertain goals or objectives of public education and prepare general policies in tune with them.
- Select a superintendent of schools, designate him as the chief executive officer, and work harmoniously with him.
- Strive continuously to develop further and improve the scope and quality of educational opportunities for all children and youth in the district.
- Create policies that will attract and retain professional and other personnel needed to realize educational objectives.
- Plan for and obtain financial resources necessary to achieve educational goals.
- Provide educationally efficient and safe school-plant facilities.
- Keep the people of the district informed and aware of status, progress, and problems of their schools.
- Appraise activities of the school district in the light of its objectives.⁷

Kenezevich further defines a policy as a:

- General statement of intent to act in a particular manner when confronted with a given situation or to achieve a given result at some future point in time,
- Guideline to future courses of action to be pursued to ensure consistency and fairness,
- Means through which a board expresses and maintains control,
- Statement usually phrased in broad enough terms to include all issues likely to be involved, but at the

⁷Kenezevich, p. 321.

same time to be specific enough to apply to a particular situation,

- Statement either specific or broad, covering one or many dimensions of an issue, or simply defining limits to be observed in reaching a decision on a given matter.⁸

In 1955 the American Association of School Boards and the National School Board Association suggested reasons why policies are valuable to a school board. These reasons are equally valid in 1980. Policies:

- Help clarify responsibilities among board, administrative staff, teaching staff, and community.
- Help promote more consistent and prudent decision making or stated negatively, they minimize embarrassing inconsistencies in school board action.
- Provide continuity of action.
- Can save the board time, money, and effort, for many specific questions deal with similar principles, that is, repeat themselves in a variety of forms, and therefore can be handled in a manner suggested by a single policy.
- Help improve public relations.
- Help reduce pressure on the board from special-interest pleasers.
- Help reduce criticism of board action when it becomes apparent to the community that board decisions are based on well-defined and consistent policies rather than on expediency.
- Give the board a sense of direction.
- Facilitate orderly review of board practices.

⁸Ibid., pp. 321-322.

- Ensure a better-informed board and staff.⁹

Kenezevich suggests the aspects of school operations which should be covered by policy statements:

- Legal status, functions, organizations, and ethical conduct of the board of education.
- Selection, retention, and duties of the chief executive officer or superintendent of schools.
- Relations among personnel in the school system.
- Scope and quality of the instructional program and school services within the system.
- Function and operation of the school food services.
- Procedures and other aspects of budgeting, accounting, auditing and management of school property.
- Operation of the pupil-transportation system.
- Selection, retention, and other matters related to the professional personnel.
- Identification, admission, promotion, discipline, etc. of pupils,
- Public Relations.¹⁰

Methods of developing policy statements recommended by the American Association of School Administrators and the National School Boards Associations are as follows:

- List problems that should be solved. This includes difficulties that seem to demand a large portion of the school board's time during regular meetings.
- Review the minute book: Often records of previous⁹ American Association of School Administrators and National School Boards Association, Written Policies for School Boards (Washington, D.C.: The Association, 1955), p.4

¹⁰Kenezevich, p.323.

decisions taken by the board shed light on items that should be included in statements of written policy.

- Study what other boards have done; this does not imply that one school board can successfully adopt in toto the policy statements of another, but policy practices of other boards can be a valuable source of ideas.
- Consult studies and writings concerned with policy development.
- Check established practices: some traditions of the school board which were never reduced to writing previously can inspire policies.
- Solicit suggestions from the school staff.¹¹

Kenezevich summarizes his remarks on the organizational structure of school boards by saying:

There is considerable body of opinion that supports the notion that one measure of a board's effectiveness is the existence of relevant policies to govern educational affairs. Working with and living by such policies is another measure of effectiveness. The existence of a written set of policies is documentation of the fact that the board is serious in the discharge of its policy making role.¹²

Kenezevich presents useful information in the area of functions of school boards. His stress on policy development is important to this research which is examining policy implementation by local parish school boards. As Kenezevich indicates, written policies are a measure of a board's effectiveness. Yet, "working with and living by such policies is another measure of effectiveness."¹³

¹¹Written Policies for Schoolboards, p. 8.

¹²Kenezevich, p. 324.

¹³Ibid.

Ben Brodinsky writing in "How a School Board Operates," strongly supports Kenezevich's views. Effective school boards need board members who are skilled at making clearly written policy statements. Clearly written statements (policies) state a board's ideas, beliefs, and convictions and, therefore, set the administrator free to take any necessary follow up action. "Policy is power. Those who make policy are in control. Only the board which takes its policy-development role seriously will be able to exert its influence and exercise its authority."¹⁴

Brodinsky insists that all policies must pass through the implement, enforce, and police stages for maximum effectiveness. He suggests that a time schedule be set up indicating when the policy will start to be implemented, and he further suggests that the board should periodically ask if the policies are being applied. Also, the board must continually ask if the policies directing their efforts are working, are helping, are contributing toward better education.

Brodinsky does stress the key importance of policy making for school board members and rightly suggests a need on the part of the board to go beyond policy-making to the important stage of implementation and effectiveness.

¹⁴Ben Brodinsky, How a School Board Operates, (Phi Delta Kappa Educational Foundation, Indiana), 1977, p. 29.

While Kenezevich and Brodinsky are in agreement that policy formulation and policy implementation are crucial school board functions, Hurlbert identifies certain pressures which might interfere with policy implementation. Mr. Hurlbert is former research director of the Saskatchewan School Trustee Association. He identifies seven contributing factors which prevent school boards from functioning effectively in delivering educational service:

- Systematic policy formulation and review are often sacrificed for administrative trivia.
- Lay boards are extremely vulnerable to the whims and prejudices of key officials. Rather than making time available to carefully study and weigh policy alternatives and then after thoughtful deliberation to choose a course of action which the majority of board members actually support many school boards simply serve as agencies of legitimation for decisions already made.
- Some trustees and staff personnel deliberately nurture the concept of "enemies." When an organization is concerned about its own internal cohesiveness and unity, its leaders will often search for enemies.
- Too many trustees do not establish and maintain a power base.
- Too many school officials fail to realize that board access to the property tax base, local autonomy, and grass roots interests are closely related.
- Too many trustees and administrators only become interested in the law belatedly. Many quasijudicial awards in recent years have drawn attention to the need for comprehensive personnel policies, carefully kept records and documentation, and administrative action based on a reasonable knowledge of our legal system and our legal responsibilities.
- Too many boards have neither a policy nor a program

relating to communications and public relations. School board community communications usually means little more than one-way propaganda. Lip service is often paid to the desirability of two-way communication but making it happen in any systematic and productive manner is a major project. Many board members and administrators regard two-way communication as neither necessary nor desirable.¹⁵

Of the seven contributing factors identified by Mr. Hurlbert, two bear commenting on because of their relevance to this study. The first being that systematic policy formulation and review might not receive adequate attention by the school board because of administrative trivia. The second being that too many boards have neither a policy nor a program relating to communications and public relations. These two factors may prove to be important for this study when the school board chairpersons are being interviewed. Two questions worth posing might be: Does your board have a systematic policy formulation and review procedure? and Does your board have a program or policy relating to communications and public relations?

Having reviewed the work of Kenezovich relating to policy development, Campbell and the influence he foresees affecting the future of school boards will now be presented.

Campbell believes the major developments which will influence school boards of the future are:

¹⁵E.L. Hurlbert, "Seven Ways That School Boards Can Destroy Their Own Authority," Illinois School Board Journal, March/April 1980, pp 12-14.

- A. Policy makers and administrative personnel require intensive, planned political leadership experiences. Such experiences should reflect five basic principles:

1. The need for omni-relevant understanding;
2. Value clarification;
3. Understanding people.
4. Developing the capacity for innovation;
5. Engagement in practical problem solving efforts.

These sound principles should form the bases for constructing local district programs for school board and administrator leadership development.

- B. School board service will continue to be marked by stress and discord. The climate of governance and management will not be tranquil. Superintendents and board members must avoid becoming victimized by pressure. Deterioration in governance and management effectiveness is often the result of the absence of policies for making policies.
- C. The quality of a school system is in part a reflection of the working effectiveness of board members and administrators.
- D. There is a noticeable absence of attention to "preparation for implementation". There seems to be little understanding on the part of legislators of the administrative problems involved in the implementation of major new educational reforms. Similarly administrators had difficulty articulating legislative intent when implementing policy at the school district level.
- E. Board members and administrators need to probe the basic dilemma of centralization-decentralization. The politics of declining growth require a new structure and policy for education. Similarly, the assumptions and decision-making practices of centralism are not the same as the assumptions and decision-making practices of decentralism. Therefore, current patterns of thought and policy should be reconsidered and more coherent plans should be developed.

- F. In human services institutions of all types more communication and coordinated planning are needed. Improved efficiency in the use of public and private resources, better communication, and more practical assessment of policies and practices of the human service areas may be achieved.
- G. School board members and their administrators must identify and utilize more rational approaches to governance and management than have been employed. Institutional needs are too important and the problems too complex for school districts to rely on traditional methods of policy preparation, enactment, and implementation.¹⁶

Campbell's insight into the future needs of school boards has significant implications for school boards in the private sector as well as school boards in the public sector.

Campbell's suggestions that school board members and administrators require leadership development have been a major concern on the part of the Chicago Archdiocesan School Office. For that reason, the Archdiocesan School Office has provided workshops, seminars, video-cassette presentations, and personal school visits in order to provide necessary leadership development in the area of school board skills development. The Archdiocesan School Office is currently involved in presenting workshops for all school board members to help build their skills as school board members

¹⁶Roald F. Campbell, Luvern L. Cunningham, Michael D. Usdan, and Raphale O. Nystrand, The Organization and Control of American Schools (Ohio: Charles Merrill Publishing Co., 1980), p. 220.

and to inform them of the Archdiocesan policies and procedures currently in effect in the diocese. (For example, in 1980, these workshops took place the second week in June.)

In order to assess the needs of administrators in the archdiocese with regard to issues concerned with leadership development, a survey was mailed in June 1980, to all principals in the archdiocese to ascertain their needs in their schools as they plan for the future. The questionnaire asked for specific information regarding specified long range goals for the individual schools and the necessary help/direction which might be needed from the Archdiocese School Office in order to effectively begin implementing the stated goals. This survey is one attempt on the part of the archdiocese to meet the ever demanding need for on-going leadership development.

Further, Campbell's suggestion that there is a noticeable absence of preparation for implementation has strong significance for this study. Evidently more expertise is required of school board members than knowledge of the content of a specific policy. Training is needed in skills necessary to move policy into the implemented stage. Campbell suggests that the intent of the policy makers has to be scrutinized in order to begin implementation. This suggestion appears to be reasonable, although a policy which is well written and meets the rigid

standards recommended by Kenezovich, would seem to leave a limited range of interpretation for its implementors. Perhaps policies which lend themselves to a wide range of misinterpretations should be reviewed as to the original intent.

Campbell's suggestions seem to imply that school boards, in order to maximize effectiveness, not only must re-examine existing policies, but also should consider very practical issues such as what is the intent of the policies and how are policies to be implemented.

The suggestion that more communication and coordinated planning are needed has been taken very seriously by the Archdiocesan School Office. In the last two years, the Department of Planning, has been formed in order to help all the parish schools with long range planning. The model developed by the planning department is exemplary; not only does it allow the local school to project its financial needs for the next five years, but also it provides an opportunity to look at all aspects of the total school program and the local community. The individual components involved in gathering the information are: Elementary School Planning Process Assessment, Student Personnel Assessment, Physical Facilities Assessment, Program Assessment of Organization/Administration, Elementary School Chart of Accounts Assessment, Finances, and Assessment Public Relations and Recruitment. The

overall picture presented after all the components of the study have been completed is a highly professional overview of what the schools look like now and what the schools might look like in the future and also what the cost of maintaining the total operation will be for each of the next five years. This kind of long range planning, even though it lacks statistical validity, is at least a beginning step to allow all members of the parish community to give input. Campbell suggests, as indicated earlier in the chapter, that long range planning with community input will maximize school board effectiveness in the future.

Campbell also summarizes the main characteristics which appear to typify the average school board member:

. . . School board members typically have higher than average income and educational attainment. They serve on boards that usually average from three to seven members. The term of office is likely to be three, four, or six years. They are usually nominated through the petition method and elected popularly in nonpartisan, separate elections. They must be qualified voters in order to hold office and most often represent the districts. They may receive some compensation in the form of reimbursable expenses but seldom receive a salary for services. They may be motivated to serve on a board for various reasons, but they are not always public-service oriented. Personal motives often stimulate desire to be on a board.¹⁷

These summary conclusions presented by Campbell will serve as useful gauges or indicators when compiling the portion of the data gathered from this study pertaining to

¹⁷Ibid., p. 202.

the school board chairperson.

Campbell further issues a challenge to determine how school boards reach decisions by quoting W.W. Charters work, "Beyond the Survey in School Board Research":

Educational Research has given us no faithful description--much less an explanation of the way in which school board members reach decisions. Such descriptions must necessarily include reference to the person-to-person relationships underlying the deliberation and actions of board members, since board decisions are products of an enterprise which is essentially social. One aspect of the decision process which could bear intensive investigation is the matter of social influence. Certain members of a school board, we commonly observe, are more effective than other members in shaping and guiding the formulation of school policy. We know very little about these key people--how they attain their influence, whether or not they are aware of it and how it affects the process of arriving at decision. Of critical importance, also, is the question of the school's administrator's influence in relation to board members. The board-administrator relationship may turn out to be the crux of understanding school board action.¹⁸

The challenge to examine school board/administrator relationships is significant for this study because of the unique structure of parish school boards. The school principal is the chief executive officer of the local school board and works closely with the school board unlike the function of the principal in the public sector who does not work directly with the local school board but rather works through the local superintendent. The principal in

¹⁸Ibid.

the local parish school is directly responsible for the daily implementation of school board policy and; therefore, can be extremely helpful in bringing to the school board the maximum information necessary to make accurate decisions when attempting to develop new policies. Also, the principal has the key responsibility to inform the local board of its responsibilities as mandated by the Archdiocesan School Board.

Kenezevich and Campbell have presented insights into effective school board operations and have highlighted areas of concern which might render boards ineffective.

A significant study by Ziegler in 1974 presents further questions which should be scrutinized during this research. Ziegler wished to determine how school systems were governed. Initial attempts by early reformers to seize control of local schools away from the political sector have proven to be so successful, according to Ziegler, that a point has been reached whereby average school board members have become insulated from their constituents and are increasingly dependent on superintendents for information on which to make their decisions.¹⁹

One central finding of Ziegler's study is that boards of education function in a more representative manner when the school district is impregnated with a political

¹⁹Herman L. Zeigler, and Jennings M. Kurt, Governing American Schools (Duxbury Press, Mass., 1974), p. 55.

structure. Boards in more "political" districts have closer links to their constituents and are more likely to challenge the superintendent's dominance. Ziegler's study also raises some questions. One such question that arises is, does a democratically elected board, responsible to the citizens represent an appropriate model of governance for schools? If so, how can boards determine more accurately their constituents' desires and aspirations? And how can they utilize this information?

Furthermore, is it possible that advancing technology has even made such governance patterns obsolete? Should both technical and policy issues be determined by professional teachers and administrators who possess the requisite technical competence? If so, who is to protect the clients (pupils) from self-indulgent and self-serving acts of the professionals? Or, should continued attempts be made to combine these two governance mechanisms? Can policy decisions be distinguished from implementing decisions, with a democratically elected board dealing with policy setting and professionals with implementation?²⁰

Ziegler's strong support of school boards who actually govern is evident in this following statement:

In spite of the obvious perils, political decisions are-

²⁰Ibid. p.58.



-as long as we remain committed to democracy--logically superior to technical decisions. If we are going to maintain the trappings of democracy in education, then the realities of democracy should be achieved. School boards should govern or be abolished. In spite of occasional proposals for abolition, they will remain. It is possible that boards will become merely ceremonial Such a result can--and should be--avoided.²¹

Questions raised in Ziegler's study are pertinent to similar concerns expressed by parish school boards; namely, the necessity to clearly distinguish between the role of the board as policy maker and the role of the administrator as policy implementor. This study will attempt to identify factors affecting policy implementation. Those boards which have demonstrated an understanding of the distinction between "policy making" and "policy implementing" may prove to be in a better position to sit back and allow the administrator to implement the board's policies and periodically require the administrator to report progress.

The caution to distinguish clearly between the dual role of policy making and policy implementation has to be equally stressed to administrators who must also understand that their role is to advise and counsel the board and not to manipulate and control all policy making efforts to suit their own ends.

At this point comments and suggestions set forth by various writers on parish school boards are presented

²¹Ibid., p.63.

beginning with a brief overview of the history of Catholic School Boards.

Today the Church is encouraging a mature laity to greater participation in the decision making process in the Church's education mission. Greater opportunity for involvement on the part of the laity came about as a result of the Church's Twenty-First Ecumenical Council which came to be popularly known as Vatican II. The first period of deliberation for the Council began on October 11, 1962, and ended on December 8, 1965.²² The documents completed by Vatican II had a powerful impact on the role of the laity in the church:

An individual layman, by reason of the knowledge, competence, or outstanding ability which he may enjoy, is permitted and sometimes even obliged to express his opinion on things which concern the good of the church. When occasions arise, let this be done through the agencies set up by the Church for this purpose. Let it always be done in truth in courage and in prudence, with reverence and charity toward those who by reason of their sacred office represent the person of Christ.²³

Further, the documents stress the active role of the laity in the church as well as a respect for the dignity of the layman:

Let sacred pastors recognize and promote the dignity as well as the responsibility of the layman in the Church. Let them willingly make use of his prudent

²²Walter Abbott, S.J. ed., The Documents of Vatican II, (New York: The American Press, 1966) p. XV.

²³Ibid., p. 64.

advice. Let them confidently assign duties to him in the service of the Church, allowing him freedom and room for action. Further, let them encourage the layman so that he may undertake tasks on his own initiative. Attentively in Christ, let them consider with fatherly love, the projects, suggestions, and desires proposed by the laity. Furthermore, let pastors respectfully acknowledge that just freedom which belongs to everyone in this earthly city.²⁴

Once the work of the Council had been completed and the documents which emerged from the Council's efforts were available to examine, the bishops of the United States had to translate these documents into action for their flock in the United States. This translation was the first order of business for the National Conference of Catholic Bishops and their pastoral message on Catholic Education, "To Teach as Jesus Did," was completed in November, 1972.

A central and recurrent theme in "To Teach As Jesus Did" is the need to share responsibility for the educational ministry. The bishops state that lay involvement in the educational ministry should be achieved through structures and processes that are representative of the People of God. The structure identified by the Bishops for achieving co-responsibility in educational decision-making is the board of education, through which the educational mission can be best coordinated.

The role of the laity in the Church as decreed by the Vatican II documents also provides us with specific

²⁴Ibid., p. 65.

structures to be formed in order to allow the apostolate (the laity) to begin their co-responsibility with the bishops:

. . . the laity are the People of God. They are the Church co-responsible with bishops, priests, and religious for Christ's mission on earth. This sense of co-responsibility is vital because of the widening gap between the modern world and the message of the gospel. The growth of an educated laity and the developing variety of apostolic activity made it essential that the Fathers of the Council speak on the lay apostolate.²⁵

The stress that the laity have a diversity of service but a unity of mission with the clergy is further stressed:

Whether the lay apostolate is exercised by the faithful as individuals or as members of organizations, it should be incorporated into the apostolate of the whole Church according to a right system of relationships. Indeed, union with those whom the Holy Spirit has assigned to rule God's Church is an essential element of the Christian apostolate. No less necessary is cooperation among various projects of the apostolate, which have to be suitably coordinated by the hierarchy.

. . .

The hierarchy should promote the apostolate of the laity, provide it with spiritual principles and support, direct the exercise of this apostolate to the common good of the Church, and attend to the preservation of doctrine and order.²⁶

And further on is found a director to form councils:

In dioceses as far as possible there should be councils which assist in the apostolic work of the Church either in the field of making the gospel known and men holy, or

²⁵Abbott, p. 488.

²⁶Ibid., p. 512.

in the charitable, social, or other spheres. To this end clergy and religious should appropriately cooperate with the laity. While preserving the proper character and autonomy of each organization, these councils will be able to promote the mutual coordination of various lay associations and enterprises.

Councils of this type should be established as far as possible also on the parochial, interparochial, and interdiocesan level as well as in national, or international sphere.²⁷

Therefore, the impetus to form parish councils and boards of education as a means to involve the laity with the clergy in educational decisions has been established.

Rev. Olin Murdick, in Boards of Education: A Primer, has helped clarify the functions of the diocesan/parish council and the diocesan/local parish school board. But before identifying Rev. Murdick's distinctions, it is necessary for the reader, not familiar with the structure of the hierarchy in Catholic Schools, to be given a brief overview of some definitions and fine distinctions. First, all local parishes are under the auspices of a local diocese, which is defined as an ecclesiastical district under the jurisdiction of a bishop. Chicago, because of its size is designated an archdiocese and is under the jurisdiction of the Archbishop of Chicago, John Cardinal Cody. There is a diocesan board which functions to formulate educational policies for the schools under the jurisdiction of the archbishop. The current

²⁷Ibid., p. 515.

policies which the Archdiocesan Board of Education has formulated is entitled School Policies and Administrative Regulations for Elementary Schools.

Emanating from diocesan school boards are local parish school boards wherein the pastor of the local parish is the ex-officio member of the local parish board with voting and veto rights and the principal is the executive officer of the local parish board and has no voting power. This distinction between boards of education and local parish school boards is an important distinction. Some of the studies available in the literature deal specifically with diocesan boards and not with local parish school boards, although statements made regarding diocesan level boards can sometimes be applied to local parish boards as well.

For instance, Daniel Polizzi analyzed the process of change in Catholic Dioceses as mandated by the Second Vatican Ecumenical Council (1962-1965) for changing the organizational system from one of bureaucracy to ad-hocracy, i.e., decision-making and problem-solving by ad-hoc groups.²⁸ His study gives additional support to the theory of co-responsibility whereby the future of the Catholic Church rests not only in the hands of the clergy but also in

²⁸Daniel D. Polizzi, "Traditional Authority and the Emerging Adhocracy: Decision Making in the Catholic Diocese in the Twentieth Century," (Ph.D. dissertation, Claremont Graduate School, 1973).

the hands of the laity forming a joint collaborative effort. The study further reinforces the Principle of Subsidiarity which states that: if an individual or group can handle the job, then that individual or group and no higher authority must accept and be given the responsibility for its implementation. "Common decision making in all levels of the Church by collegial groups of Christians demonstrated that the emerging ad-hocracy was the new hand-maid of the traditional authority structure of the Catholic Church."²⁹ Local parish school boards are strongly encouraged to function as "collegial groups of Christians" making decision and solving problems.

Munroe's dissertation also focuses on school boards at the diocesan level and strongly recommends that diocesan boards of education study the responsibility of the board in formulating objectives, selecting personnel, and evaluating programs.³⁰ Munroe's study also suggests that there is a need for greater clarity regarding the fiscal authority of the diocesan board as well as a need to closely examine how boards enforce their policies. While Munroe's study did focus on boards of education at the diocesan level, the suggestion to examine means of enforcing policies has merit

²⁹Ibid., p. 109.

³⁰Mary Lou Munroe, "The Development of an Exemplary Model for Regulatory Diocesan Boards of Catholic Education," (Ph.D. dissertation, University of Denver, 1973).

for local parish school boards as well.

Note that local parish school boards serve the local parish school and are responsive to the needs in a specific parish while at all times keeping in mind the overall direction/policies set forth by the larger diocesan board. Also, note that parish councils function as coordinating/collaborating units of various lay associations and enterprises at the local parish level and not as legislative units. Murdick in Board of Education--A Primer, defines the parish council as the most basic policy authority in the modern parish. "As such it serves a coordinative and communicative function with reference to all specialized agencies and programs carried on in the parish or under parish auspices. One such special agency is the parish school with its own board of control."³¹

The parish board of education, whether it is concerned with the total parish education programs or only with the local parish school, is the proper source of policy governing the parish educational program. The parish board of education represents the parish in establishing educational objectives, selecting policies and approving programs which relate to the achievement of those established objectives.

³¹Olin J. Murdick and John F. Meyers, Boards of Education--A Primer (N.C.E.A., National Association of Boards of Education), 1972, p. 25.

". . . Thus the school board retains its autonomy and prerogative with reference to educational policy while the parish council retains the right to exercise its prerogative with reference to priorities of program and service.³²

Vatican II documents and Rev. Murdick's remarks regarding parish councils and parish boards, suggest that the intent on the part of the bishops is to maximize the involvement of the laity at the parish level as well as to place co-responsibility for the educational mission in both the hands of the clergy and the laity.

Rev. Murdick clearly points out in Achieving Shared Responsibility in the American Church the dilemma facing the Church today when attempting to implement Vatican II's directives regarding shared responsibility:

The major difficulty facing the institutionalization of shared responsibility, with reference to education, is not a collapse of will to achieve it but a lack of awareness that various functions must be performed, and various structures should be established to carry out these functions. The tendency is to presume that all these functions can or ought to be performed by one organization, namely, the pastoral council.³³

Rev. Murdick indicates that the formation of pastoral councils (which were virtually mandated by Vatican

³²Ibid., pp. 26-27.

³³Rev. Olin J. Murdick, Achieving Shared Responsibility in the American Church (National Association of Boards of Education, NCEA, Washington, D.C., 1977) p. 3.

II) has ignored the organizational principle of subsidiarity also suggested earlier by Pollizzi. Subsidiarity simply stated means making the decision at the lowest level possible. What Murdick is strongly suggesting is that boards invoke precisely the policy of subsidiarity with regards to educational decision making at the local parish level.

. . . However, the general and comprehensive nature of the responsibility of a pastoral council ranges far beyond educational concerns and makes it virtually imperative that there be a division of responsibility and labor between the generalist body, the pastoral council, and the specialist but subsidiary body, the board of education.³⁴

Rev. Murdick further suggests that,

It is not enough, in creating a parish council, to declare that it has responsibility for all programs serving the parish. Good order requires that the responsibility be shared in meaningful ways with subsidiary but significantly empowered other bodies, among them a policy making education board or committee.³⁵

Rev. Murdick's final statement in his monograph is impressive:

The sharing of responsibility in the Church involves not simply an enlargement of lay vis-a-vis clerical responsibility, but a sophisticated institutionalized extension of responsibility, into the entire Catholic community. In this way only can responsibility be shared in the Christian community. American Catholics need to learn this lesson soon.³⁶

³⁴Ibid., p. 5.

³⁵Ibid., p. 9.

Rev. Murdick's comments are significant in relationship to the history of the board movement in Catholic education in the United States because of his expressed concern regarding the interpretation of the two powerful words contained in Vatican II documents: shared responsibility. His caution that the formation of a parish council without a specialist body such as a board of education should be considered.

Rev. Murdick's challenge to American Catholics should not go unheeded. He clearly opts for greater involvement on the part of the laity into the entire Church community. His challenge is further reinforced by the documents from Vatican II:

Since parents have conferred life on their children, they have a most solemn obligation to educate their offspring. Hence, parents must be acknowledged as the first and foremost educators of their children. Their role as educators is so decisive that scarcely anything can compensate for their failure in it. For it devolves on parents to create a family atmosphere so animated with love and reverence for God and men that a well-rounded personal and social development will be fostered among the children. Hence, the family is the first school of those social virtues which every society needs.³⁷

Therefore, if the parents are the first and foremost educators and the family is the first school, it appears that parents have an awesome responsibility to see to it

³⁶Ibid.

³⁷Abbott, p. 341.

that their children are receiving quality education. This responsibility does not mean that each and every parent has to be a member of the local school board, but it does imply that each and every parent is a partner in the educational process and bears a strong obligation to fulfill the role of "first educator."

Rev. Murdick's challenge also has strong support from an earlier document written in 1972, Directions for the Future, for Catholic Schools in the Archdiocese of Chicago,³⁸ which, though nine years old, is still relevant today.

According to the School Study Commission, the future of parish schools rests in extending the responsibility to the laity and revitalizing the principle of local self-determination. The Commission recommends among other things that:

The local community--parents, parishioners, clergy, teachers, high school students, and other constituencies of a school accept a new kind of responsibility with respect to their school. Parents must take the leading role, working through a local school board and the faculty, in determining the Christian character, educational program, administration, and financing of their school. This can be achieved as parents carry out their expanded role co-responsibility, through a working partnership with the clergy, the principal whom the local school board appoints and directs, and the parish or parishes served by the school. A first step, then,

³⁸Report of the School Study Commission--Directions for the Future, by Ed Marciniak, Chairman (Chicago, IL., 1971).

is the establishment of an effective local board with significant responsibility and authority over the local board with significant responsibility and authority over the local elementary school.³⁹

The Commission further indicates that "The basic relocation of responsibility and decision-making is the key element in the decentralization process which will permit local options and local responsibility for Catholic schools."⁴⁰

The challenges presented by Vatican II and reinforced by the Study Commission for parents to take a leading role in determining the Christian character, educational program, administration, and financing of their school clearly established parents as the first educators. The further challenge presented by the Commission to begin a decentralization process whereby there is greater local option and local responsibility at the parish level is significant.

For Rev. Murdick states that:

The Board of Education concept has come to represent the democratic principle at work in a vital area of the nation's life. It is through the Board that the people make their will felt in the schooling of the young. It is the Board that prevents special interest groups, professional or otherwise, from dominating education. The general public looks askance at a school that

³⁹Ibid., pp. 23-24.

⁴⁰Ibid., p. 47.

provides no effective means for democratic representation in policy-making. If Catholic education should place control in the hands of representative Boards, its case before the American public would be enhanced. While the adoption of the Board system would be no guarantee of obtaining justice in the matter of tax support, without such a system there would be no possibility whatsoever of such support.⁴¹

Therefore, financial support of Catholic schools may well hinge on the effectiveness of school boards at the local parish level while at the same time providing for greater local option and local responsibility.

The brief overview of the history of parish school boards and parish councils as well as the examination of the Vatican II documents presents background information for this study and helps in the understanding of why parish school boards were formed and the purposes they should be serving.

To help further understand those purposes more clearly, studies related specifically to parish school boards are now presented.

Vatican II concluded its deliberations in 1965 whereby the Council strongly encouraged lay involvement in educational matters. Thus as early as 1968, Davies and Deneen presented the following suggestions for an effective school board member at the local parish level. The more

⁴¹Rev. Olin Murdick, Voice of the Community -- The Board Movement in Catholic Education, The National Association of Board of Education/National Catholic Educational Association, 1973, Papers Series II, No. 7, p. 3.

recent suggestions of Harper and Benet support these suggestions.

Daniel R. Davies and James R. Deneen suggest that an effective board member:

- Subordinates his personal interests for the good of the board.
- Accepts and supports majority decisions of the board.
- Identifies himself with board policies and actions.
- Identifies the significant problem revealed in the evidence presented to him in a board meeting.
- Recognizes problems that demand board action and sees the difference between them and those that should be solved by the administration.
- Suspends judgment until the facts are available.
- Develops alternate solutions to problems.
- Makes up his own mind once all the evidence is in and the discussion is over.
- Understands the desirability of delegating administrative responsibility to the administrator.
- Supports the administrator in his authorized functions.
- Stays out of administrative functions such as visiting classrooms, purchasing materials, interviewing teachers and the like.
- Knows that a board should have written policies and sees that the board uses them.⁴²

Further, Davies and Deneen suggest that experienced board members can help newly elected or appointed board members in getting acquainted with their jobs. They presented the following list of suggestions as a possible first step in helping new board members:

- Immediately after his appointment or election, the new board member should arrange for a conference with the

⁴²Daniel C. Davies and James R. Deneen, New Patterns for Catholic Education (Connecticut: Croft Educational Services, 1968), p. 68.

administrator to receive an overall picture of the job and suggestions for additional sources of information.

- If enough time elapses between appointment to the job and formal installation he should be invited to attend board meetings as an observer. If this is done, the new member will lose less time in assuming his share of the burden once he is installed.
- He can be invited to informal chats with present and past board members about the task that faces him.
- He should be given membership in any available board of education associations along with a schedule of meetings of interest to him.
- He should be given subscriptions to one or more of the periodicals that deal with the problems boards face.
- He should be given a copy of the policies, regulations, and by-law manuals of the board, together with back issues of the board meeting minutes for two or three years.
- He should be encouraged to review the manual reports of the administration for the past several years. There may be other publications of the system that should be included in this category.
- He should be offered copies of any special studies of the system that may have been made, such as a school survey, a report of a special consultant, or a report of any recent appraisal by the state department of education.
- He should be invited to attend conventions of board associations with his expenses paid by the board. Attendance at the conventions cannot be advocated too strongly. They add a new perspective to the job. By comparing notes with board members from other areas and by listening to analyses of educational problems by state and national authorities, a new member gets valuable help in finding solutions for local problems.
- He should be urged to visit other systems, especially those known for their excellence. His visits should be planned with definite limited objectives in mind. He will not have time to see everything. For example,

one visit might stress elementary school building facilities; another school sites; another board of education operations; another, faculty remuneration and fringe benefits.⁴³

All of the preceding suggestions have merit to help develop the necessary skills for an effective board member. It is suggested that all new board members not only be aware of existing policies, but also that each new member be given a copy of the policies as well as back issues of board meeting minutes for two or three years. These recommendations give board members the opportunity to review written policies and past board minutes so that they may be provided with a sense of history of where the board has been and provide the "newcomer" with a valuable historical insight into what has taken place and what plans have been made for the future.

The suggestion that experienced board members help newly elected members is not novel, but it does present the notion that peer training at the local school board level could prove to be a useful technique to help orient new members and reduce the burden of the chairperson as well as the administrator when attempting to train new board members.

Dr. Mary Angela Harper, Executive Director of National Association for Boards of Education, speaks to the

⁴³Ibid., p. 70.

same issues as Davies and Deneen when she suggests a profile for the ideal school board member by stating that:

Success as policymakers in Catholic education will begin with an understanding of ourselves as a faith community. When the faithful come together for a purpose or a project, they do so, not as affable groups of people clustering on the basis of common interest or congeniality, but as believers, who are united to one another by a bond stronger than blood kinship. That bond is a seriously-lived commitment to Christ, whom all recognize as God's Son and whom each seeks to serve.

This fact constitutes the dramatic, essential difference between similar secular and religion-affiliated organizations, and between similar secular and religion-affiliated processes such as educational policymaking. Therefore, although appropriated from public school counterparts. The difference is the spiritual faith dimension to the lives of the Catholic policymakers, that faith commitment to which they are hereby striving to give open and structural witness.⁴⁴

Dr. Harper states further that in order to be successful policy-makers school board members must know:

- what an objective is and how to develop it;
- what a policy is and how it differs from a regulation;
- what a policy comes from and
- how it gets formulated;
- what happens to the policy after it is formulated and approved;
- what constitutes a well-run meeting and how to achieve it;
- how a good board member conducts himself/herself during the meeting;
- what personal preparation is expected before the meeting;
- how a responsible board member conducts himself/herself outside and after the meeting;
- the role of the board in planning;

⁴⁴May Angela Harper, Putting It All Together, (Washington, D.C.: National Association of Boards of Education, 1979), p. 18.

- the role of the board in budgeting;
- the role of the board in evaluation.⁴⁵

Dr. Harper's suggestions are similar to those of Kenezevich and Campbell presented earlier in this chapter. While Dr. Harper makes the distinction between policy makers in the public sector and policy makers in the private sector of education as one of a difference in faith dimension, the overlap in what the other experts researched in this study are saying is significant. The underlying motives, attitudes, and philosophies might be viewed as different when examining boards from the two different areas (public/private), yet the skills needed and the training required as identified by Kenezevich and Campbell respecting school boards in the public sector and Harper, Davies and Deneen respecting school boards in the private sector appear similar. Therefore, literature has been identified from both sectors in order to present a case for the necessity of policy making skills as well as the necessary companion skills of follow up procedures after policies are formulated for all school board members.

Although the skills necessary for school board members to be effective have been documented in the literature, it is also necessary to examine a document which might provide school board members with specific training procedures and techniques in order to become proficient

⁴⁵Ibid., p. 35.

school board members.

One such document is Shared Decision Making Revisited a manual for local school boards, pastors and principals written by Sister Mary Benet McKinney. This school board training manual is one of the means used to in-service new board members in the Archdiocese of Chicago and contains statements indicating how and who is responsible for implementing policies.⁴⁶

- One of the most important functions of a parish school board is to develop policies that will enable the school to reach its goals.
- It is the responsibility of the principal to implement all policies of the parish school board. This simply means that a principal; (1) determines what has to be done to make the policy work; (2) Sees that whatever that is, it is done.
- In the end, however, it is her task to return to the board and demonstrate that the policy has been implemented. In other words, the principal is accountable to the board for the implementation of its policy.
- While the principal must report on the policy implementation, she does not do so to seek the approval of the board. These are her decisions to make. The board may not always be completely pleased with the way a policy is implemented but as long as it can be demonstrated that, in fact, it was implemented, the board has no valid grounds for complaint.
- It is critically important that the principal have the freedom to make decisions about policy implementation. It is equally important that there be

⁴⁶Sister Mary Benet McKinney, Shared Decision Making Revisited, (Chicago: Archdiocese of Chicago School Office, 1977).

open discussion with the board so that it will understand why the principal makes the decisions she makes.⁴⁷

Sister Benet's suggestions that policy making has two complementary functions, namely responsibility and accountability, seem to be sound notions. The local parish school board is responsible for developing policies which will enable the school to reach its goals. The principal is accountable to the board for the implementation of its policies. If these dual responsibilities are executed in an atmosphere of trust and openness, it would appear that the necessary basic ingredients for a successful school board are present.

It is suggested that school board members in the archdiocese receive the school board training manual Shared Decision Making--Revisited indicating that their key responsibility is policy making and that they begin with the Archdiocesan Policy Book School Policies and Administrative Regulations for Elementary Schools and move on from that skeletal framework to develop policies which reflect local need. Also, all principals screened in the Archdiocese of Chicago, prior to being interviewed by the local school boards, are informed of the Archdiocesan Policy Book and their mission as accountable stewards of that and all subsequent documents (policy manuals).

It appears, then, at least on paper, that the

⁴⁷Ibid., pp. 19-20.

necessary guidelines have been set into place to ensure that all concerned parties (school board members and principals) have been adequately informed with sufficient information to carry out their assigned tasks.

A dissertation written by FitzGerald probed beyond the suggested guidelines for training school board members and actively examined the behavior of boards of education in the Archdiocese of Chicago, in their decision making role as elected representatives in particular parishes. One basic assumption on which FitzGerald's research was based was that organizations set goals and make decisions through coalition formation. The study found that 49% (Mean Scores) of School Boards in the Archdiocese of Chicago were making decisions through coalition formation. The research stated that a coalition will form when:

- Boards feel compatible with each other,
- Boards feel positive about serving,
- Boards feel positive toward the pastor.⁴⁸

The results of this research yielded scores that were relatively high on compatibility with each other (71%) and positive feelings toward serving (85%), yet there were relatively low scores on feelings toward the pastor (33%). When these scores were averaged and the low scores on the

⁴⁸Kathleen Whalen FitzGerald, "Coalition Formation as a Process of Decision-Making Within the Catholic Boards of Education Archdiocese of Chicago," (Ph.D. dissertation, Northwestern University, 1979), p. 3.

feelings towards the pastors were entered, the evidence of a coalition formation dropped considerably, to less than half. FitzGerald points out that

Uniformity of attitude or consensus by a group appears in the literature to be the most necessary condition for the formation of a coalition. And without coalitions, groups simply do not make decisions.⁴⁹

FitzGerald states that in many ways the pastor interferes with the board's effectiveness:

. . . Boards with a high morale and with a high level of compatibility should function effectively, i.e., form coalitions. Boards would not enter into a coalition feeling negatively about the pastor, since he is a member of the Board, and would hypothetically, be a coalition member. He is essential to the effectiveness of the Board, yet in many instances he precludes their effectiveness.⁵⁰

Peter Cistone supports FitzGerald's position regarding consensus formation as a necessary component to form coalitions. Cistone states that due to school board members remarkably similar backgrounds, experiences, and socio-economic status, they have a great deal in common with each other and thus increase the possibility of a school board becoming consensus-oriented. Cistone further maintains that similar backgrounds of school board members might prevent them from being truly representative of the needs of their constituents.⁵¹ If this is a realistic

⁴⁹Ibid., p. 5.

⁵⁰Ibid., p. 81.

⁵¹Peter J. Cistone, "School Board Members Learn

appraisal (that school board members are so similar in backgrounds that they learn most of their school board skills before they become board members), then any training programs which attempt to train new school board members should take this information into consideration in order to maximize effectiveness.

O'Donnell's study surveyed 42 pastors, 46 principals, and 173 school board members in the diocese of San Francisco and presented a major finding that revealed pastors, principals, and school board members do not share the same educational priorities. The survey suggests the need for more effective collaboration and trust between all groups so that conflicts in values and priorities can be brought into the open freely acknowledged and accepted with understanding.⁵²

The suggestions for more effective collaboration in order to reduce conflicts is supported by FitzGerald when she indicates that a coalition will form on the school board when board members feel compatible with one another.

In summary, the literature has provided an understanding that policy making is a key function of school

Their Skills Before They Become Board Members," American School Board Journal, January, 1978, p. 32.

⁵²Harold J. O'Donnell, "A Survey of Educational Priorities of Pastors, Principals, and School Board Members in the Archdiocese of San Francisco," (Ph. D. dissertation, University of Notre Dame, 1973).

boards and the skills needed to implement policies are essential goals of all school board members.

Although the literature reviewed clearly identifies one key function of school board members as policy makers, there is no evidence to indicate that once policies are written, they are also implemented.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The main purpose of this chapter is to identify and analyze those factors which interfere with the implementation of Archdiocesan policies at the local parish level by analyzing the data presented and seeking possible implications. In this chapter, the major findings from the questionnaire are presented along with the responses obtained from the interviews with the selected schoolboard chairpersons.

In the spring of 1980, 330 questionnaires were mailed to schoolboard chairpersons in the Archdiocese of Chicago. By June 1, 1980 a total of 140 questionnaires had been returned. It was determined that only 127 questionnaires had enough complete information to be used for this study. A copy of the questionnaire and the cover letter are in the appendix "A" as is a copy of the data gathered from the questionnaire. The questionnaire contained forty-two questions directed to schoolboard chairpersons about specific school procedures. The

schoolboard chairpersons were also to respond to a fact sheet attached to the questionnaire.

In those instances where 100% compliance with a policy was discovered, those policies were not analyzed since once again, the purpose of this study is to identify and analyze factors which interfere with full policy compliance.

The questions asked in the questionnaire referred to the implementation of specific written policies contained in the Archdiocesan Policy Manual. If the schoolboard chairperson checked a response which indicated non-compliance of a specific policy, then that question was checked (✓) as a wrong response and then a total score of all wrong responses was assigned to each questionnaire. Note in reporting the information for this study each question in the questionnaire is referred to as a policy because each question does seek information regarding a specific policy contained in the policy manual.

The total number of possible wrong responses was twenty-five since some questions asked did not contain any wrong responses but sought information about specific school procedures. Table 1 lists each of the twenty-five questions (policies) and the number of schools not implementing each policy as well as the three areas the policies covered - Personnel, Students, and Instruction. Table 1 also lists the policies high to low according to the numbers of schools

PROFILE OF POLICIES NOT BEING FULL IMPLEMENTED

<u>Personnel</u>		<u>Students</u>		<u>Instruction</u>	
<u>Policy #</u>	<u>Total Schools Not Implementing</u>	<u>Policy #</u>	<u>Total Schools Not Implementing</u>	<u>Policy #</u>	<u>Total Schools Not Implementing</u>
15	29	25	82	33	69
3	22	21	78	28	56
4	21	22	7	38	56
1	19	26	6	34	45
12	17			29	37
10	16			37	36
8	12			39	19
11	12			32	6
6	11			40	1
14	9				
7	5				
2*		23*		30*	
5*		24*		31*	
9*				35*	
13*				36*	
16*					
17*					
18*					
19*					
20*					

*These policies were in compliance.

Table I

not implementing specific policies. Four schools scored 100% as the high scores and two schools scored -11 as the two lowest scores with a -5 being the score reported most often (21 schools). The policies being implemented least often had eighty-two (82) schools not complying. Of the ten policies being implemented least often, the majority (60%) were in the area of Instruction.

In order to analyze why some schools were not in compliance with the policy manual, two methods were used to obtain further data about the schools which had obtained low scores.

First, the schoolboard chairpersons in the schools receiving the lowest scores, which indicated they were not implementing several policies, were personally interviewed and specifically asked why they were not implementing these policies. Ten schoolboard chairpersons took part in the interviews. Five schools were in Chicago and five schools were in Chicago suburbs. The ten schools interviewed had the ten lowest scores of the schools reporting. Table 2 identifies the five Chicago schools and the five suburban schools as A, B, C, D, and E followed by the number of each policy they were not implementing. Table 3 identifies each policy number and the number of schools not implementing each policy in the lowest scoring ten schools. The policies being implemented least often by the lowest scoring schools are the same as the total group reporting, #25, #21, #33,

TABLE 2

POLICIES NOT BEING IMPLEMENTED BY LOW-SCORING INTERVIEWED SCHOOLS - CHICAGO AND SUBURBS

<u>Chicago</u>	<u>Score</u>	<u>Policy # Not Being Implemented</u>
School "A"	-9	7, 8, 15, 25, 32, 33, 34, 37, 39
School "B"	-9	6, 10, 12, 15, 21, 25, 33, 34, 38
School "C"	-9	10, 12, 21, 25, 28, 33, 34, 37, 39
School "D"	-11	1, 3, 21, 22, 25, 26, 27, 29, 33, 34, 37
School "E"	-11	1, 10, 14, 25, 28, 29, 33, 34, 37, 38, 39

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Suburbs

School "A"	-8	6, 21, 22, 25, 28, 29, 33, 39
School "B"	-8	1, 3, 6, 12, 21, 25, 28, 38
School "C"	-10	1, 3, 12, 21, 25, 26, 28, 33, 39
School "D"	-9	6, 21, 25, 28, 29, 33, 34, 37, 38
School "E"	-9	1, 3, 6, 10, 11, 12, 14, 21, 28, 38

TABLE 3

BREAKDOWN OF POLICIES NOT BEING IMPLEMENTED BY LOW-SCORING INTERVIEWED SCHOOL - CHICAGO AND SUBURBS

<u>Policy #</u>	<u>Chicago Schools</u>	<u>Suburban Schools</u>	<u>Total</u>	
1	2	3	5	
3	1	3	4	
6	1	4	5	
7	1	0	1	
8	1	0	1	
10	3	1	4	
11	0	1	1	
12	2	3	5	
14	1	1	2	
15	2	0	2	
21	3	5	8	
22	1	1	2	
25	5	4	9	
26	1	1	2	
27	1	0	1	
28	2	5	7	
29	2	2	4	
32	1	0	1	
33	5	3	8	
34	5	1	6	
37	4	1	5	
38	2	3	5	
39	2	2	4	

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#28. Note that the ten low scoring schools interviewed were out of compliance for different policies, therefore, more information was gathered on some questions than was gathered on others during the interviews.

Second, in addition to the information gathered from the questionnaire and the personal interviews, other variables were also examined to determine if these variables had any affect on the level of implementation of the polciies. Information was gathered on ten different variables from the fact sheet attached to the questionnaire: 1) School size; 2) Number of current schoolboard members; 3) Number of full time lay teachers; 4) Length of time current principal has been in present school; 5) Length of time principal has been a principal; 6) Number of full time Religious teachers; 7) Religious or Lay Principal; 8) Parish has parish council; 9) Full time assistant principal and 10) Chicago or suburban school.

The information gathered from the ten variables was cross checked against the policies not being implemented. For instance, 19 schools were not implementing policy #1 which is in the area of Personnel. Therefore, a tab was run on all the policies not being implemented in the Personnel area against all the variables listed on the fact sheet. (See Appendix "B").

The first section of this chapter presents the information gathered on the policies in the area of Personnel beginning with question one. Each question as it was stated on the questionnaire will be presented first followed by any necessary analysis regarding the responses from the total schools taking part in the study (127). Then a numerical breakdown of the responses to the questions will be presented.

Following the preliminary information, there is a summary and an analysis of the data gathered from the interviews with the schoolboard chairpersons. It is presented in the format, Interview Data - Question 0.1.

Next, the information gathered from the fact sheet containing the ten variables is presented and analyzed. The information will be labeled - Variables Non-Implementing Schools - Policy 0.1.

Section II has a format similar to Section I, presenting the policies in the area of Students.

Section III has the same format presenting the policies in the area of Instruction.

PERSONNEL 0.1

AFTER HOW MANY YEARS OF SATISFACTORY SERVICE, DO
PROBATIONARY (NON-TENURED) TEACHERS ACQUIRE TENURE?

Eighty-four percent (105) of the schoolboard chairpersons stated that tenure was acquired in their schools after three years of satisfactory service. Of the total schools responding (125), at least twenty did not check that teachers acquire tenure after three years of satisfactory service. Eight of the chairpersons checked that acquiring tenure varies at the discretion of the principal. Two of the chairpersons checked that tenure is acquired after five or more years. Four of the chairpersons checked that tenure is acquired after two years and two chairpersons checked that tenure is acquired after one year of satisfactory service.

	TOTAL
TOTAL ANSWERING	125
	100.0%
1 YEAR	2
	1.6%
2 YEAR	4
	3.2%
* 3 YEARS	105
	84.0%
5 OR MORE YEARS	2
	1.6%
IT VARIES AT DISCRETION OF PRINCIPAL	8
	6.4%
OTHER	4
	3.2%

*Correct response.

INTERVIEW DATA 0.1

Of the ten schoolboard chairpersons interviewed, five reported that this policy was not being implemented in their schools. Two schools were in Chicago and three were suburban schools. During the interview, one schoolboard chairperson indicated that tenure is acquired after two years in his school because tenure in the local suburban public schools is offered after two years and their school wished to remain competitive when hiring new teachers. Two chairpersons indicated that tenure is acquired by teachers at the discretion of the principal and tenure has been withheld even after three years. One chairperson stated that he had checked the "Other" box because he did not know the meaning of the word, "tenure." When the term was explained to him, he responded that he did not know when tenure was acquired by teachers at his school.

One schoolboard chairperson indicated that he had checked that tenure is acquired after five years because he remembered reading a policy which awarded tenure to teachers after five years of teaching, although he was not aware of what procedures were currently being followed in his school.

Thus the information gathered from interviews presents some reasons for non-compliance of this policy. Some schools are conforming to local suburban school policy when awarding tenure after two years in order to remain competitive when hiring teachers. The two chairpersons who

checked at the discretion of the principal, missed the words "It varies", and they did not know after how many years teachers acquire tenure, but they did know that it was at the discretion of the principal. Therefore, there were three chairpersons interviewed who were not familiar with the written policy. Also, the fifth chairperson interviewed did not know the policy regarding tenure when he checked five years. Yet, there is a policy written in 1973, which allowed the awarding of tenure to non-degreed teachers after five years of teaching with a rating of outstanding.

The major reason for non-compliance, lack of knowledge of the policy, might be accounted for by the fact that the principal is directly responsible for implementing the tenure policy and school board members might not have taken the time to familiarize themselves with the specifics of the policy.

VARIABLES NON-IMPLEMENTING SCHOOLS 0.1

Appendix B presents the data gathered from the nineteen chairpersons who had checked that their schools do not award tenure after three years of satisfactory service.

Small schools and Chicago schools are not implementing this policy, although the variance is too low to be significant there is some room for speculation. Perhaps the financial and staffing problems peculiar to city settings with low enrollments keep some city schools from

maintaining the same staff for an extended period.

Therefore, awarding of tenure after three years is not a concern, but could well surface as an issue for those teachers who work in those settings and who might not be enjoying the complete benefits of their contract which the policy manual is an integral part.

The data further indicate that over 54% (10 schools) of the schools had 10 or more full time lay teachers. Looking at the rest of the numbers it appears that there are at least 144 lay teachers in the 19 noncomplying schools reporting who are not receiving tenure according to the written policies. Non-compliance might eventually create a situation ripe for union involvement in order to secure teacher's rights.

It should be pointed out that although the Archdiocese has adopted a formal tenure policy, it apparently is not always enforced. In fact, each school principal has seemingly been given autonomy to establish local tenure granting procedures. While there is some merit to this scheme, such as attracting and retaining teachers in less desirable teaching environments, the scheme can cause problems when teachers move from one parish to another, and cause problems in communications and problems in legal matters. Moreover, a purpose of Archdiocesan-wide policies regarding tenure and like concerns is an effort by the Archdiocese to eliminate competitive recruiting between

parishes. Noncompliance with the tenure policy is likely to result in teachers being attracted to those schools with the more liberal tenure policy which may in fact have no legal basis.

It is also possible that there could be in the group of 19 schools, that some schools are awarding tenure after one or two years instead of the three year requirement. The school is still considered out of compliance given the written policy. Yet, the "early" awarding of tenure might appear to be less out of compliance than not awarding tenure at all. The fact is a policy should be implemented by all, all the time or every school might fall prey to changing the policies to suit local views and then the policy manual becomes inoperable.

PERSONNEL 0.2

WHAT MEANS ARE USED TO NOTIFY PROBATIONARY (NON-TENURED) TEACHERS WHEN THERE IS A LACK OF COMPETENCY DEMONSTRATED IN THEIR WORK OR CONDUCT?

Note that there are no right or wrong answers among the choices presented. The policy requires that prior notice be given to the teacher whenever there is any dissatisfaction with his/her work or conduct. The policy

also requires that a systematic program of evaluation be maintained for probationary teachers.

Probationary teachers are almost always notified according to policy using a meeting with the principal as the main means of communication. The total 140% indicates about 1/3 of the principals not only meet with the teacher but they also provide a written notification as well. The policy does not specify that the notification has to be written, therefore, the total group responding to this question are in 100% compliance and there will be no further analysis.

TOTAL ANSWERING	TOTAL 125 100.0%
AN EVALUATION MEETING WITH THE PRINCIPAL	96.0% 120
A WRITTEN NOTIFICATION	36.0% 45
OTHER	8.0% 10
	140%

PERSONNEL 0.3

HOW FREQUENTLY ARE SUBSTITUTE TEACHERS OR
PARAPROFESSIONALS USED WHEN THE REGULAR TEACHER IS ABSENT?

Eighty-three percent (104) of the schools reporting are in compliance with the policy whereas 16.8% (21) of the schools reporting are out of compliance. The answer always

(100%) and most of the time (75%) were both accepted as correct answers. All other answers were considered out of compliance (21) schools. This level of noncompliance indicates further analysis of the variables affecting these schools should be made.

TOTAL ANSWERING		TOTAL
		125
		100.0%
*	ALWAYS (100%)	66
		52.8%
*	MOST OF THE TIME (75%)	38
		30.4%
	ABOUT HALF OF THE TIME (50%)	4
		3.2%
	LESS THAN HALF OF THE TIME (25%)	12
		9.6%
	NEVER 5	
		4.0%
	MEAN	79.60
	BASE	125

INTERVIEW DATA 0.3

Of the ten schoolboard chairpersons interviewed, four were not implementing this policy. One of the schools is in the suburbs and three are in Chicago. One chairperson reported that his school hires substitutes about half the time and the other times the principal takes over for the day. The substitute is usually hired on the basis of how long the teacher is expected to be out of school. The chairperson indicated their teachers are usually out only one day and therefore the principal takes over at that

time. A Chicago chairperson reported that the principal usually fills in because of the money it costs to pay a substitute teacher and also because of the lack of available substitutes. Another chairperson reported that substitutes are hired only in an emergency which the chairperson described as an extended illness. At other times, the classroom aides take over for the day if the teacher is absent. The suburban school chairperson reported that his school hires substitute teachers about half the time because there are mothers available as volunteers to help whenever necessary.

The implication of the interviews was that substitutes would not be hired at all if enough parent volunteers were available. The use of parent volunteers as substitute teachers is a dangerous precedent. Too often, parents are willing to help in the schools but are often unqualified to "take-over" for the regular classroom teacher. It is difficult to stop using an incompetent volunteer parent without causing negative public relations within the school and less than full support for the school programs. Understandably, some schools, because of a lack of financial resources cannot afford to hire a substitute every time a teacher is absent; however, this practice should be kept at a minimum in order to preserve instructional quality and school-home harmony.

From the four personal interviews, it can be seen

that lack of finances and lack of available qualified substitute teachers and availability of aides and volunteers in suburban schools are the main reasons presented for non-compliance of this policy.

VARIABLES NON-IMPLEMENTING SCHOOLS 0.3

Appendix B presents the data gathered from the twenty two schools not implementing the policy regarding substitute teachers.

Small schools and Chicago schools are violating this policy more often than medium or large size schools or suburban schools. This information supports the data from the interviews which indicated that the principal often substitutes on a one day basis. In a small size school with less than 250 students, a principal is more readily available to take the teacher's place and welcome an opportunity to know the children better. The availability and reliability of substitutes is also a factor when deciding who will substitute.

Principals in small schools feel that it is easier for them to secure continuity in the program by substituting themselves rather than disrupting the schedule of the other teachers when a substitute is not available.

Suburban schools also have a greater number of substitutes to choose from and therefore can easily call on them when needed. There are also a number of mothers in the

suburban parishes who help as aides in the school on a regular basis and have a teaching background which makes them a dependable group to select from when necessary.

An additional problem in the city of Chicago is that there also is a high demand for qualified substitutes in the city public schools because of the magnitude of the system coupled with the high rate of teacher absenteeism. Also, the Chicago Public Schools pay \$45.00 per day (1979-1980 school year) for their substitutes whereas the Archdiocesan rate is \$35.00 per day. Therefore, both Catholic and public schools may in many cases be drawing from the same pool of available substitutes with the Catholic schools at a distinct disadvantage by not being able to pay the same rate of pay.

The number of religious teachers in the schools not implementing this policy is greater than the number of religious teachers in the total group reporting.

In the total group responding 24% (31) of the schools had five or more religious teachers whereas in this group of 22 schools not implementing this policy, over 33% (7) of the schools had five or more religious teachers. Perhaps the greater number of religious teachers in the smaller schools has a lower rate of absenteeism and, therefore, the need to hire substitutes is reduced.

The total number of religious principals in the schools not implementing this policy is high 91% (20).

Therefore, religious principals are not hiring substitutes possibly because of financial reasons and lack of availability of qualified substitutes as well as the principal's willingness to substitute when a teacher will be absent for a short period of time.

Because the majority (63%) of this group of principals not implementing this policy have six (6) years or more experience as principals, they feel competent enough to substitute in a classroom while at the same time they administer their schools. Yet, it is possible that principals who substitute might be setting a precedent in their schools which could prove to be detrimental to the total school. The principal could be neglecting the teachers who need supervisions and support on a daily basis as well as the students who need their progress closely monitored. If a situation does arise whereby the principal is substituting more often than desirable, then it might become necessary to see if all available resources have been tapped to acquire competent substitutes.

The majority of schools not implementing this policy, 78% (17), had no full time assistant principals available to help with administrative tasks. Therefore, principals should be aware of how they are utilizing their time if they are usually the only administrator assigned to see to it that quality instruction takes place in all the classrooms.

PERSONNEL 0.4

WHEN FULL TIME TEACHERS ARE INVOLVED IN A CURRICULAR PROGRAM THAT IS NEW OR HAS BEEN SIGNIFICANTLY CHANGED, IS PARTICIPATION IN PRE-SERVICE OR IN-SERVICE TRAINING MANDATORY?

Of those responding, eighty-two percent (100) indicated that they required pre-service training for teachers in new programs while eighteen percent (22) did not require pre-service training. Note that the policy states that whenever a change in curricular programs involves a significant change in teaching style it is mandatory that teachers participate in in-service training prior to implementation.

	TOTAL ANSWERING	TOTAL 122 100.0%
*	YES	100 82.0%
	NO	22 18.0%

INTERVIEW DATA 0.4

Since all ten schools interviewed were implementing this policy there was no information to report.

VARIABLES NON-IMPLEMENTING SCHOOLS 0.4

Appendix B presents the data gathered from the

twenty-one (21) schools not implementing policy 0.4.

Small schools and city schools and schools with religious principals tend to be violating this policy more often than medium or large size schools or the suburban schools.

The percentage of full time religious teachers is greater in the non-implementing group than in the total group reporting. Five of the non-implementing schools (23%) have six (6) or more religious teachers whereas the total group had only fourteen schools (11%) with six (6) or more religious teachers. Also, the number of years as principal in the current school is greater for the non-implementing schools than the total group reporting. Perhaps after a number of years in the same school a principal feels confident enough with any new curricular change to provide on-going training and sees no need for the required pre-service in advance.

The number of schools not implementing this policy is high although the variance in the areas just reported from the total group is too slight to make any generalizations.

Yet, some speculation is in order because the policy appears to be clearly written and provides a great deal of latitude for the principal to implement. New curricular programs do require thoughtful planning and training in order to ensure effectiveness. Participation by teachers in

workshops prior to implementation seems to be a minimal requirement which should be welcomed by any teacher moving into a new program. The time and effort spent by the principal in planning workshops prior to implementation is well worthwhile. Workshops should provide clearer insights into the new programs as well as build teacher competencies and support. The joint ownership of innovations is essential for implementation. Meaningful workshops should provide good demonstrations, opportunity for practice, immediate feedback, and personal extra coaching which might be needed if necessary.

Also, principals in these low implementing schools in the past might not have had successful in-service training programs and therefore avoid designing any specific training for all teachers but rather rely on teachers to help each other and learn on the job and let time cure any problems which might surface. Yet, principals in these low implementing schools might not realize how important pre-service training is for the successful implementation of new curricular programs.

The lack of in-service of teachers before implementation of a curricular change can also result in teacher/principal hostilities. Whether actual or not, the teachers might see the principal as an autocrat who dictates change from his/her office. The lack of involvement of the teachers and the perception that the principal may be an

autocrat would probably result in the teachers being less than fully committed to the new program. Thus the intended outcome of the curricular change is probably doomed to failure or at least minimal success from the onset.

PERSONNEL 0.5

WHAT IS THE NATURE OF THE USUAL TRAINING PROVIDED?

Of the total responding ninety-one percent (97) indicated that they required attendance at workshops as their main in-service training. Observance of new programs at other schools was reported by forty-four percent. College coursework was reported by eleven percent (11). Note that some respondents have checked one or more of the answers. Note also that there was no right or wrong answer regarding this question. The question was asked to determine the nature of pre-service and in-service training usually provided teachers. Therefore, there will be no further analysis of the policy. Perhaps attendance at workshops was chosen most often because it is easier and more economical to design a workshop at the local school level for a specific new curriculum than observing at other schools or taking college courses. Observance of new programs at other schools can be costly because a substitute must be hired for the teacher and also scheduling

arrangements between the schools might pose an additional problem. College coursework is perhaps the most expensive training available and for the short-term might not be the most feasible method of providing training. Yet, looking at the long-term picture, college coursework can provide a broader and more in-depth opportunity for training and building teacher skills than either of the other two choices.

TOTAL ANSWERING	TOTAL 97 100.0%
ATTENDANCE AT WORKSHOPS	88 90.7%
OBSERVANCE OF NEW PROGRAMS AT OTHER SCHOOLS	43 44.5%
COLLEGE COURSEWORK	11 11.3%
OTHER	23 23.7%
	165 170.0%

PERSONNEL 0.6

HAVE YOUR TEACHERS EVER REQUESTED A COLLECTIVE
TEACHER'S CONTRACT RATHER THAN AN INDIVIDUAL TEACHER
CONTRACT?

Of the total responding ninety percent (109)
indicated that their teachers have not requested a
collective teacher's contract, whereas eight percent (9)

indicated that the Archdiocese has adopted a policy which does not permit collective bargaining. This does not indicate a move towards collective bargaining by the teachers. Also, those responding (eight percent) that the Archdiocese has adopted a position which does not permit collective bargaining are in error.

This policy which covers organizations and unions does state that if a majority of teachers in a school wish to have salaries and working conditions incorporated into a collective rather than an individual contract, appropriate steps should be taken to comply with the request.

TOTAL ANSWERING	TOTAL 121 100.0%
* OUR TEACHERS HAVE NOT REQUESTED A COLLECTIVE TEACHER'S CONTRACT	109 90.1%
THE ARCHDIOCESE HAS ADOPTED A POLICY WHICH DOES NOT PERMIT/ALLOW COLLECTIVE BARGAINING	9 7.4%
* A FEW TEACHERS HAVE APPROACHED US, BUT NOT ENOUGH TO WARRANT TAKING FURTHER STEPS	1 .8%
OTHER 2	1.7%

INTERVIEW DATA 0.6

Of the ten schoolboard chairpersons interviewed, five indicated that the Archdiocese had adopted a position which does not permit collective bargaining. When the five chairpersons were asked why they chose that answer, they all

stated that they thought that the Archdiocese did not allow collective bargaining and they were not aware of the policy. All five chairpersons indicated that they had not studied that specific policy in detail.

Three of the chairpersons indicated that they plan to examine the policy book more closely during future board meetings.

There will be no further analyses of this policy because ninety percent (109) of the schools who were in compliance coupled with seven percent (9) of the schools who were not aware of the policy totals ninety-eight percent, leaving less than two percent to examine for any variance from the total group reporting. Although it is important to note that the five chairpersons interviewed had not taken the necessary time to closely examine the only official document governing their schools.

PERSONNEL 0.7

THE ARCHDIOCESAN BOARD OF EDUCATION (A.B.E.) HAS ESTABLISHED A SALARY SCHEDULE FOR FULL TIME LAY TEACHERS. DO YOU FOLLOW THE SCHEDULE?

Of the total responding ninety-six percent (122) pay the A.B.E. scale and two percent (2) pay more than the scale and 2.4% (3) pay the A.B.E. scale plus a bonus or other

extraordinary benefits. Further analyses of this policy will not be necessary because of the high level of implementation. Yet it is worth noting that the high compliance appears to be an indication of the local schools' approval of a standardized pay scale which helps the schools to conform to a uniform pay scale throughout Archdiocesan schools. The uniform pay scale also allows all the schools the same opportunity to enter the market place and compete for teachers. Although there were only five schools reporting that they paid beyond the pay scale, a possible trend in this direction should be observed because of the decided disadvantage inflated salaries would place on poorer parishes.

TOTAL ANSWERING	TOTAL 127 100.0%
PAY THE A.B.E. SCALE	122 96.1%
PAY MORE THAN THE A.B.E. SCALE	2 1.6%
PAY THE A.B.E. SCALE PLUS A BONUS OR OTHER EXTRAORDINARY BENEFITS	3 2.4%

PERSONNEL 0.8

THE ARCHDIOCESAN BOARD OF EDUCATION HAS ESTABLISHED A STIPEND FOR FULL TIME SISTERS. DOES YOUR SCHOOL PAY THE STIPEND?

Of the total responding ninety percent (105) pay the A.B.E. scale and three percent (3) pay more than the A.B.E. scale, whereas three percent (4) pay less than the A.B.E. scale and 4 percent (5) pay the A.B.E. scale plus a bonus or other extraordinary benefits. There will be no further analysis of this policy since ninety-seven percent are paying full time sisters the A.B.E. scale or higher. Note that some religious teachers choose not to take the salary as outlined in the scale because of their desire not to cause a financial burden to the parish.

TOTAL ANSWERING	TOTAL 117 100.0%
PAY THE A.B.E. SCALE	105 89.7%
PAY MORE THAN THE A.B.E. SCALE	3 2.6%
PAY LESS THAN THE A.B.E. SCALE	4 3.4%
PAY THE A.B.E. SCALE PLUS A BONUS OR OTHER EXTRAORDINARY BENEFIT	5 4.3%

It should be noted that 7% of the respondents reward full-time sisters above the Archdiocesan stipend schedule. This practice can cause problems for poorer schools, since

in many religious orders, sisters choose the schools in which they desire to work and are no longer assigned to schools by the Provincial as they once were.

PERSONNEL 0.9

IS THE SISTERS' STIPEND NEGOTIATED WITH THE RELIGIOUS COMMUNITY?

Sisters' stipends are established by the Archdiocesan School Board. Of the total responding twenty-one percent (23) indicated that the sisters' stipend is negotiated with the religious community whereas eighty percent (89) indicated that the stipend is not negotiated with the religious community. It appears that even if the religious salary is negotiated with the religious community the A.B.E. scale is still adhered to ninety-five percent of the time.

TOTAL ANSWERING	TOTAL 112 100.0%
YES	23 20.5%

NO

89
79.5%PERSONNEL 0.10

AT WHAT DAILY SALARY RANGE ARE YOUR SUBSTITUTE
TEACHERS PAID?

Of the total responding nine percent (11) indicated that they pay the substitute teacher between \$25.00 and \$29.00, and eighty-three percent (101) indicated that they pay between \$30.00 and \$35.00 and two percent (2) indicated that they pay between \$36.00 and \$40.00 to substitute teachers. Note the substitute salary (rate) is \$35.00 per day for the 1979-1980 school year.

TOTAL ANSWERING	TOTAL 122 100.0%
\$25.00 - \$29.00	11 9.0%
* \$30.00 - \$35.00	101 82.8%
\$36.00 - \$40.00	2 1.6%
OTHER 8	6.6%

INTERVIEW DATA 0.10

Of the ten schoolboard chairpersons interviewed, four reported that this policy was not being implemented in their schools. Three were Chicago schools and one school was in the suburbs. All four chairpersons indicated that they were paying between \$25.00 and \$29.00 for substitute teachers. One chairperson indicated he knew that the suggested daily rate for substitute teachers was between \$30.00 and \$35.00, but their school could not afford more than the \$25.00 rate. Two of the chairpersons said that their school has difficulty getting substitute teachers and therefore they have been hiring mothers of students in school who are not qualified teachers but who substitute in the classroom during a teacher's absence and are willing to accept the \$25.00 rate.

The fourth chairperson interviewed indicated that his school usually paid a \$25.00 daily rate to substitute teachers, but their school board recently voted to raise the rate to \$35.00 for the 1980-1981 school year to keep up with inflation. The chairperson was not aware that the suggested rate was presently \$35.00, because their school rarely has to hire substitutes. He stated further that his school had five religious teachers who are never absent.

The data from the personal interviews supports information gathered earlier indicating there is a problem getting qualified substitutes. Rates paid lower than the

Chicago public schools also surfaced earlier as a possible cause, but rates paid even lower than the \$30.00 - \$35.00 range would certainly decrease the ability to compete with available qualified substitute teachers. While mothers of students in school are available and willing to work for the \$25.00 rate, the question of quality instruction with trained personnel must be addressed and examined more closely.

VARIABLE NON-IMPLEMENTING SCHOOLS 0.10

Once again it can be seen from examining Appendix B that small schools (fifty percent) and schools in the city (seventy-five percent) are not implementing this policy. Also, nine percent of these schools have no religious teachers, which means the school has a larger payroll to meet because of a total lay faculty. On the other hand, twenty-five percent of these schools had six or more religious teachers on staff whereas the total group reporting had eleven percent of the schools with six or more religious teachers. There appears to be two issues here. One, is that financial constraints keep schools from paying suggested daily rate for substitute teachers. Two, as suggested by one schoolboard chairperson, schools with a higher proportion of religious teachers might not have to be concerned about hiring substitutes because of their possibly low rate of absenteeism, and therefore are not attuned to

the going substitute rate.

PERSONNEL 0.11

WHAT SHARE OF THE SINGLE COVERAGE PREMIUM DOES YOUR PARISH/SCHOOL PAY OF THE BLUE-CROSS, BLUE-SHIELD MAJOR MEDICAL INSURANCE PLAN FOR FULL TIME EMPLOYEES?

Note that the policy states that the local parish pays the full cost of the single coverage of all full-time employees.

Of the total responding eighty-one percent (86) indicated that they pay all the coverage of Blue Cross/Blue Shield and four percent (4) pay between 0 - 25% of the coverage cost and seven percent (7) pay between 26 - 50% of the coverage cost and two percent pay between 51 - 75% of the coverage cost. Therefore, twenty percent of those reporting are not paying the contractual full time employee benefits of the Blue Cross/Blue Shield hospital plan.

TOTAL ANSWERING		TOTAL
		106
		100.0%
* ALL		86
		81.1%
0 - 25%	4	
		3.8%
26 - 50%	7	
		6.6%

51 - 75%	2	1.9%
OTHER	7	6.6%

INTERVIEW DATA 0.11

Of the ten schoolboard chairpersons interviewed, only one was not implementing this policy. The schoolboard chairperson indicated that their school paid between 26 - 50% of the premium. When told that Archdiocesan policy as well as the teacher's written contract required that full Blue Cross/Blue Shield/Major Medical coverage be provided each full time teacher, he said he wasn't aware of the full coverage section of the policy.

With only one person interviewed, there is not much to comment on, but there is a serious implication surfacing if other schools not implementing this policy are as ignorant of such an important teacher benefit as medical insurance. The policy clearly covers the benefits and is always outlined as an important benefit to teachers, costing the parishes over \$500.00 per full time teacher per year (1979 figures), when teacher salaries are negotiated yearly by the Archdiocesan School Board.

VARIABLE NON-IMPLEMENTING SCHOOLS 0.11

Appendix B presents the data gathered from the twelve schools not implementing this policy.

Large schools and suburban schools and lay principals appear to be out of compliance, although the variance from the total group reporting is too small to make any generalizations.

It would seem that a lay principal with a high number of lay teachers on staff would be aware of teacher benefits and see to it that policies are fully implemented. First, because justice demands that the contract be fulfilled and the policy manual is part of the contract. Secondly, all benefits which accrue to teachers accrue to principals as well. In the case of medical benefits, religious principals and teachers are not covered (as of 1980).

Again the possibility of teacher militancy rising because a key benefit might not be fully received by all employees is suggested. If the parishes do charge teachers a share of the medical cost, then there is a financial burden placed on teachers at a time when teachers salaries are not even keeping up with inflation.

Note: Of those seven (7) schools which marked "Other" as their choice for this question, all had written in that they pay 100%. Obviously they did not see nor possibly did not understand that the choice "ALL" meant 100% coverage.

PERSONNEL 0.12

ON WHAT BASIS DO FULL TIME TEACHERS USUALLY RECEIVE SICK LEAVE PAY AND PERSONAL BUSINESS DAY PAY?

Of the total responding fourteen percent (16) indicated that years of service in their present schools was used as the basis to determine sick leave pay and personal business day pay, whereas seventy-three percent (85) indicated that records of days earned were used as the basis to determine sick leave pay and personal business day pay. Note that personal business day pay and sick leave pay is determined on the basis of total days earned.

TOTAL ANSWERING	TOTAL
	117
	100.0%
YEARS OF SERVICE IN YOUR SCHOOL	16
	13.6%
* RECORDS OF DAYS EARNED	85
	72.6%
OTHER	16
	13.7%

INTERVIEW DATA 0.12

Of the ten schoolboard chairpersons interviewed, five reported that this policy was not being implemented in their schools.

Four chairpersons indicated that their sick leave pay for their full time teachers is based on years of service in their present schools. They indicated that all

sick days earned and not used do accumulate to a total of one hundred days. Two of these chairpersons indicated that they were not aware of the policy which allowed transfer teachers to retain sick leave days earned from other schools in the diocese.

One chairperson indicated that the teachers in their school get ten days a year accrued which he had written in the box marked "OTHER". When asked if that meant the teachers days are accrued up to one hundred days, he replied "yes".

From the responses of the chairpersons, one can see that full time teachers who have not transferred from other schools are receiving full benefits due them according to Archdiocesan policy. Yet, transfer teachers might not be reaping their full sick leave benefits when transferring from one school to another within the Archdiocesan schools because of ignorance of the policy.

There is a time limitation imposed by policy which does not allow a teacher's records transferred if she/he has not been employed by the Archdiocese as a full time teacher for more than one year. All teachers are allowed one year's leave of absence and no extensions of that one year term are to be granted. If the teacher returns at the end of one year, then all benefits accrued prior to the leave of absence are in effect upon returning.

VARIABLE NON-IMPLEMENTING SCHOOLS 0.12

Appendix B presents the data gathered from the seventeen schools not implementing this policy.

Medium to large size schools and suburban schools are not implementing this policy as often as the small schools and schools in the city. Perhaps smaller schools and city schools usually hire new teachers and therefore, do not have the problem of adding days earned from other schools.

Also, the schools not implementing this policy had a higher percentage sixty-five percent (11) of lay teachers than did the total group reporting, forty-seven percent (59). Whether or not any of these teachers are transfer teachers was not determined in this study but there is a possibility that some are transfer teachers.

There is an implication here that some teachers might be losing out on some important benefits, especially in instances of extended illnesses, because they do not know the policy and/or are not being properly informed by their administrator.

PERSONNEL 0.13

DOES THE AVAILABILITY OF MONEY EVER LIMIT YOUR SICK

LEAVE BENEFIT POLICY?

Of the total responding six percent (7) indicated that availability of funds limits their sick leave policy, and ninety-four percent (112) indicated that availability of funds did not limit their sick leave policy. The number of schools indicating financial reasons as the cause for not implementing the sick leave policy is so small that evidently money is not a major problem for the majority of the schools reporting. However, the seven schools where the policy was not being implemented because of financial reasons might closely examine their budgets to determine some means of providing all their teachers with all benefits due them. A serious implication of not providing full benefits to all teachers is that teacher militancy might be aroused and also a school where benefits are not provided might over time attract less competent people and eventually lead to a decline in quality instruction.

TOTAL ANSWERING	TOTAL 119 100.0%
YES	7 5.9%
NO	112 94.1%

PERSONNEL 0.14

WHAT PERCENTAGE OF YOUR FULL TIME TEACHERS HIRED WITHIN THE LAST TWO YEARS POSSESS A BACHELOR'S DEGREE WITH AT LEAST A MINOR IN ELEMENTARY EDUCATION WHICH INCLUDES A COURSE IN STUDENT TEACHING?

Of the total responding three percent (4) indicated that between 0 - 25% of their full time teachers hired in the last two years possess a B.S. degree with student teaching and at least two courses in elementary education, and four percent (5) of the schools indicated that between 51 - 75% of their teachers hired within the 1st two years possess such credentials and ninety-two percent (112) indicated that between 76 - 100% possess these credentials. No further analyses of this policy will be made because of the very few schools not complying. The one schoolboard chairperson interviewed regarding this policy indicated that his school had hired two teachers in the last two years who had B.S. degrees and no student teaching, but they were hired anyhow because they had worked as volunteers, and then as paid aides in the school and when a full time position opened they applied and were hired.

One possible implication of non-compliance (even with a few schools) is that the finest trained available teachers are not interviewed and a possible precedent could

be set by hiring local people who have become very involved with the school.

The positive aspects of a policy at parish level which give preference to local people might be that having teachers who have a strong commitment to the parish school on staff will motivate other teachers.

TOTAL ANSWERING	TOTAL 121 100.0%
0 - 25%	4 3.3%
51 - 75%	5 4.1%
* 76 - 100%	112 92.6%

PERSONNEL 0.15

HOW MANY TIMES PER YEAR DO TEACHERS MEET WITH EACH PUPIL'S PARENTS TO DISCUSS PROGRESS AND OTHER MATTERS OF MUTUAL CONCERN?

Of the total schoolboard chairpersons responding, fourteen percent (18) indicated that their faculty meet with parents to discuss pupil progress at least once a year and fifty-eight percent (73) meet with parents at least twice a year and fifteen percent (19) meet with parents at least three times or more a year. Note when correcting the total responses, some of the respondents indicated answers in the "OTHER" box stating that they were meeting parents at least

twice a year and therefore their answers were scored as correct leaving twenty-nine schools out of compliance and not thirty-five.

TOTAL ANSWERING	TOTAL 127 100.0%
ONCE	18 14.2%
* TWICE	73 57.5%
* THREE TIMES OR MORE	19 15.0%
OTHER	17 13.4%

INTERVIEW DATA 0.15

Of the ten schoolboard chairpersons interviewed, two reported that this policy was not being implemented in their schools. Both schoolboard chairpersons indicated that their schools meet with each students parents to discuss progress and other matters of concern once a year. The schoolboard chairpersons both felt one conference was sufficient since parents could request additional personal conferences throughout the year whenever they wished.

When told that Archdiocesan policy requires teachers to meet twice a year with parents, neither of them were aware of the policy.

Repeatedly throughout this paper, reference is made to schoolboard chairpersons not being aware of specific policies. This lack of awareness is difficult to explain

since each schoolboard member is provided with a copy of the Archdiocesan policy manual. Whether or not the schoolboard members are taking time to read the policy manual is a question to pursue.

VARIABLES NON-IMPLEMENTING SCHOOLS 0.15

Appendix B presents the data gathered from the twenty-nine schools not implementing this policy. Of the ten policies implementing least often, this policy ranked number nine.

Medium and large size schools in both the city and suburbs with both religious and lay principals are violating this policy.

The smaller schools tend to be having more conferences than the medium or large size schools. It is easier to schedule conferences when fewer teachers and students are involved. When larger schools are involved, conferences with all the parents take more than one day and therefore demand more time and scheduling efforts. However, the time and extra efforts necessary to arrange and meet with parents regarding student progress is crucial to the total school program. Parents are an integral part of the school program and in fact parents are identified by the Archdiocese as the first educators of their children. Therefore, parent-teacher conferences held twice a year seem to be a bare minimal requirement.

A possible implication of non compliance is that parents are not kept adequately informed of their children's progress and, therefore, are not able to give continual home support where it might be needed. Also, parent-teacher conferences permit parents to ask several questions which might not be asked outside the conference time. Further, the direct contact between the home and the school tends to promote a stronger bond between parents and teachers as well as allow parents an opportunity to see firsthand their children's school environment.

Schools which do not have parent-teacher conferences more than once a year, might well be short changing themselves when it comes to using parent-teacher conferences as good public relations by highlighting the schools programs as well as identifying areas which still need strengthening.

PERSONNEL 0.16

HOW ARE PROBATIONARY (NON-TENURED) TEACHERS
EVALUATED IN YOUR SCHOOL?

Of the total responding, eighty-two percent (101) indicated that they use classroom visitation to evaluate

probationary teachers, and seventy-eight percent (97) indicated that they use written progress evaluation to evaluate probationary teachers, and seventy-two percent (89) indicated that they used oral progress evaluation to evaluate probationary teachers, and fifty-two percent (65) used goal setting conferences to evaluate probationary teachers. Multiple choices were possible and account for the high percentage total.

This policy will not be analyzed further because of the high level of implementation. The policy requires that the school maintain a systematic program of evaluation for probationary (non-tenured) teachers. It does seem inconsistent that teachers could be adequately evaluated in those twenty-three schools which indicated that classrooms visitations were not one means used to evaluation probationary teachers. It would appear that it might be difficult if not impossible to write or give an oral progress report without having first observed in the classroom. Perhaps goal setting conferences are misused by some administrators who set goals with the teachers and then rely exclusively on the teacher to report her/his progress, thus perhaps accounting for the numbers of schools reporting no classroom visitations.

TOTAL ANSWERING	TOTAL 124 100.0%
CLASSROOM VISITATIONS	101 81.5%

WRITTEN PROGRESS EVALUATION	97 78.2%
ORAL PROGRESS EVALUATION	89 71.8%
GOAL SETTING CONFERENCES	65 52.4%
OTHER	11 8.9%
NONE	2 1.6%

PERSONNEL 0.17

HOW FREQUENTLY ARE PROBATIONARY (NON-TENURED)
TEACHERS' EVALUATION PROCEDURES SHARED WITH THE BOARD?

Of the total responding six percent (7) indicated that probationary teacher evaluation procedures are shared with the schoolboard all the time, and ten percent (12) indicated that the procedures are shared most of the time, and four percent (5) indicated that procedures are shared 50% of the time and fifteen (17) indicated that procedures are shared twenty-five percent of the time and sixty-five percent (76) indicated that procedures are never shared with the board. Sharing evaluation procedures with the school board is not a required policy. This question was asked to solicit information regarding the frequency with which principals share their evaluation procedures/techniques with their school boards. Remember that this question only asked

for the procedures and not the actual completed evaluations.

It appears that less than twenty percent (19) of the total schools reporting share procedures with any frequency. One possible reason for encouraging principals to share procedures with their schoolboards is that boards would then know the standards of excellence by which their teachers are being measured; thus providing the schoolboard with a clearer insight into the principal's expectations while at the same time realizing the supervisory techniques and time required to do effective evaluation.

It should also be noted that local school boards hire and evaluate the principal. Thus the principal's evaluation should include accountability for the quality of classroom instruction. Since board members themselves seldom visit classrooms, they must rely on the principal's evaluation of teachers. Therefore, it would behoove board members to know the specific procedures the principal has established for teacher evaluation.

SECTION II - STUDENTS POLICIES

STUDENTS 0.18

WHAT ARE THE AGE REQUIREMENTS FOR CHILDREN ENTERING FIRST GRADE?

Note the policy states that a child entering first grade must be six years of age on or before December 1 of that school year.

Compliance by ninety-eight percent is very high and further analyses is not indicated. The two schools replying in the "OTHER" category indicated that if the child's birthday falls after December 1st. and the parents request special testing, then they do test the child. Nevertheless, all children who meet the age requirement would be accepted before the under-aged child would be considered, if there were limited openings.

TOTAL ANSWERING	TOTAL 126 100.0%
MUST BE SIX YEARS OLD ON OR BEFORE DECEMBER 1ST	123 97.6%
MUST BE SIX YEARS OLD ON OR BEFORE SEPTEMBER 1ST	1 .8%
OTHER	126 100.0%

STUDENTS 0.19

WHICH OF THE FOLLOWING DOCUMENTS ARE REQUIRED WHEN REGISTERING A CHILD IN YOUR SCHOOL?

There were no right or wrong answers to this question, only a survey of the documents required most often when registering. Note that health records are mandated by School Code State of Illinois and should have had one hundred percent compliance instead of eighty-six percent. Since the Chicago Board of Health has recently become more

stringent in its demands for up-dated health records, a one hundred percent compliance might soon be seen.

TOTAL ANSWERING	TOTAL 127 100.0%
BIRTH CERTIFICATE	113 89.0%
HEALTH RECORDS	109 85.8%
BAPTISMAL RECORD	108 85.0%
PROOF OF RESIDENCY IN PARISH	47 37.0%
OTHER	8 6.3%
	385 303.1%

STUDENTS 0.20

DOES YOUR SCHOOL MAINTAIN AN ACCURATE RECORD OF EACH CHILD'S ATTENDANCE?

One hundred percent compliance to this policy speaks for itself. The Archdiocesan School Office supplies attendance record sheets for all the schools and the classroom teacher is usually responsible for maintaining accurate student records.

TOTAL ANSWERING	TOTAL 125 100.0%
-----------------	------------------------

YES

125
100.0%STUDENTS 0.21

WHICH OF THE FOLLOWING ACTIONS MUST OCCUR BEFORE A CHILD IS EXPELLED FROM YOUR SCHOOL?

Note the schoolboard chairperson had to check all the responses before a school was considered in compliance. Of the total schoolboard chairpersons responding, sixty-one percent (78) did not check all the responses. Of the top ten policies implemented least often, this policy ranked number two. None of the procedures indicated were checked one hundred percent of the time. Conferences was the one procedure used most frequently, eighty-seven percent, followed by students committing a serious offense, eighty-two percent, and student suspension, fifty-six percent, and a warning letter sent to parents, fifty-two percent.

In the "OTHER" box, four schoolboard chairpersons indicated that their schools had separate discipline committees which worked with the principal and the pastor.

TOTAL ANSWERING

TOTAL
124
100.0%

* CONFERENCES ARE HELD AND PLANS ARE DESIGNED WITH THE PARENTS AND TEACHERS TO HELP THE STUDENT DEAL WITH THE SPECIFIC PROBLEM

108
87.1%

* THE STUDENT MUST HAVE COMMITTED A SERIOUS INFRACTION OF THE SCHOOL RULES	101 81.5%
* THE STUDENT MUST HAVE BEEN SUSPENDED OR PUT ON PROBATION AT LEAST ONCE BEFORE EXPLUSION	69 55.6%
* PARENTS ARE SENT A WARNING LETTER INFORMING THEM OF THE SITUATION	65 52.4%
	371 299.2%

INTERVIEW DATA 0.21

Of the ten schoolboard chairpersons interviewed, eight reported that this policy was not being implemented in their school.

Three of the schoolboard chairpersons indicated that their administrators and/or faculty hold conferences with the parents and the teachers to help the student deal with the specific problem. Therefore, they saw no need to send a warning letter nor did they see the suspension procedure as necessary. When asked if they ever expel students, all three replied that they do if student improvement is not seen.

One schoolboard chairperson reported that his school never expels a child no matter how serious the offense. His school seeks counseling for the child and keeps the student enrolled in the school during that period of time.

Three schoolboard chairpersons reported that they hold conferences before explusion proceedings and they also send a warning letter but they don't bother with probation

or suspension. None of the three chairpersons felt that the suspension/probation phase had ever worked for them and therefore they don't bother with it.

One schoolboard chairperson reported that there is no conference held, just a warning letter after a serious offense followed by suspension and after the suspension period is over, the case is referred to the conciliation committee who try to promote harmony with the school and child and the home. Since this conciliation committee has been formed, the chairperson reported that they have had no expulsion.

From the variety of reasons presented for not implementing this policy, one can see that schools are following procedures which have been affective for them at the local school level and, therefore, they are ignoring expulsion policy guidelines set forth in the policy book.

The chairperson who indicated that a conference with the parents was sufficient did not know if any written records of the conference were kept nor did any of the chairpersons interviewed mention student's rights, which have become such an important issue in the school arena.

The possibility of litigation being instigated on the part of the parents for the child seems quite possible especially when there is any change that the student's rights had been violated.

The response from one chairperson regarding the formation of a conciliation committee appears to have merit, although more information would be needed before making any generalizations about its possible effectiveness for other schools.

VARIABLES NON-IMPLEMENTING SCHOOLS 0.21

Appendix B presents the data gathered from the seventy-eight schools not implementing this policy. Of the ten policies implemented least often, this policy ranked number two.

School size does not seem to be a factor. Suburban schools and schools with lay principals appear to be out of compliance more often than the city schools and schools with religious principals, although the variance is too small to make any generalizations. The length of principal tenure in same school is greater for the low implementing schools than for the total group reporting.

Why suburban schools are out of compliance more often (forty-three schools) is speculative at best. Perhaps the threat of expulsion isn't as severe in suburban districts because of the availability of good local public schools, whereas, in many of the Chicago schools, there are few public schools which present desirable alternatives.

Regardless of whether or not educational alternatives are available to parents of parochial school

students, Christian philosophy would seem to indicate that before a child is permanently excluded from a Catholic School all reasonable attempts should be made to correct the problem upon which contemplated expulsion is being considered. Such attempts should involve the parents at every stage of remediation.

STUDENTS 0.22

WHICH OF THE FOLLOWING TECHNIQUES DO TEACHERS EMPLOY WHEN EVALUATING STUDENT PROGRESS?

Note that at least two responses must be checked in order to be in compliance with the policy which requires a variety of techniques used to evaluate student progress. Of the total schoolboard chairpersons responding, direct teacher observation was reported ninety-eight percent (118), and teacher made tests eighty-seven percent (105), and interviews with students forty-seven percent (57), and pupil self-evaluation thirty-five percent (42), and questionnaires seventeen percent (21), and peer evaluation eleven percent (13). Of the seven schools not implementing this policy, three had checked the direct teacher observation choice only, and four had checked the teacher made tests choice only. Although direct teacher observation and teacher made tests are both valid techniques used to evaluate student

progress, if they are the only methods used, then the school is out of compliance because the policy requires a variety of techniques to be used. In the "OTHER" category several of the schools indicated that they also used publisher's tests and standardized tests to evaluate students.

TOTAL ANSWERING	TOTAL 121 100.0%
DIRECT TEACHER OBSERVATIONS	118 97.5%
TEACHER-MADE TESTS	105 86.8%
INTERVIEWS WITH STUDENTS	57 47.1%
PUPIL'S SELF EVALUATION	42 34.7%
QUESTIONNAIRES	21 17.4%
PEER EVALUATION	13 10.7%
	377 311.6%

INTERVIEW DATA 0.22

Of the ten schoolboard chairperson interviewed, two reported that this policy was not being implemented by their school. Both schoolboard chairpersons interviewed had checked the choice of direct teacher observation only. When asked why their school didn't use a greater variety of techniques to evaluate students, they both indicated they weren't sure how many techniques were used, therefore, they

only checked one. When pressed further, both chairpersons were pretty sure that teacher made tests were also used quite often.

Therefore, because of the low number (7) not implementing this policy combined with the two chairpersons who did not have adequate information, further analysis will not be made.

STUDENTS 0.23

ARE STUDENTS IN YOUR SCHOOL EVER RETAINED IN THE SAME GRADE FOR A SECOND YEAR?

There were no right or wrong answers for this question, although retention of students is strongly discouraged unless proof can be presented which can substantiate that retention will benefit the student.

TOTAL ANSWERING	TOTAL 102 100.0%
YES, WHEN THE TEACHER STRONGLY RECOMMENDS THIS PROCEDURE	22 21.6%
YES, IF THE TEACHER AND THE PARENTS BOTH AGREE AFTER SEVERAL CONFERENCES ARE HELD	75 73.5%
OTHER	5 4.9%

STUDENTS 0.24

WHEN A CHILD BECOMES ILL OR IS A VICTIM OF AN ACCIDENT DURING THE SCHOOL DAY, DOES THE PRINCIPAL CONTACT THE PARENTS OR GUARDIANS IMMEDIATELY?

Of the total schoolboard chairpersons responding, ninety-one percent replied yes and nine percent indicated that it depended on circumstances. High compliance requires no further analysis. Although most of those responding, indicated that the principal used her/his own judgement in determining the seriousness of an illness before calling parents. Two schools indicated that the school nurse would advise the principal first.

TOTAL ANSWERING	TOTAL 126 100.0%
YES	114 90.5%
DEPENDS ON CIRCUMSTANCES	12 9.5%

STUDENTS 0.25

HOW FREQUENTLY ARE FIRE DRILLS CONDUCTED IN YOUR SCHOOL?

Of the total schoolboard chairpersons responding, fifty-seven percent (72) indicated that they have a fire drill once a month weather permitting, and twenty-nine

percent have a fire drill twice a month in September and October, and once a month thereafter, and three percent (3) when the Fire Department conducts a drill. This policy was the policy implemented least often by all the schools reporting - eighty-two schools. Note the policy requires that a fire drill be conducted every two weeks in September and October and once a month thereafter. The principal is also required to keep an exact record, on the official Archdiocesan form, of all fire drills conducted with the amount of time needed to evacuate the building accurately recorded.

TOTAL ANSWERING	TOTAL 126 100.0%
ONCE A MONTH, WEATHER PERMITTING	72 57.1%
TWICE A MONTH IN SEPTEMBER/OCTOBER AND ONCE A MONTH THEREAFTER	36 28.6%
WHEN THE FIRE DEPARTMENT CONDUCTS A DRILL	3 2.4%
OTHER	15 11.9%

INTERVIEW DATA 0.25

Of the ten schoolboard chairpersons interviewed, nine reported that this policy was not being implemented in their schools.

Seven of the schoolboard chairpersons indicated that their schools conducted a fire drill once a month weather

permitting. None of the seven schoolboard chairpersons following this procedure were aware of the policy requiring two fire drills in September and October and once a month thereafter. The policy makes no allowance for weather conditions except in cold weather the children are allowed to get their coats before a drill.

The schoolboard chairpersons in the Chicago schools (3) indicated that their schools felt it was a lot of extra work for them to conduct a fire drill especially since the City of Chicago Fire Department has discontinued its services to schools whereby they used to come monthly and conduct the fire drill. When questioned about the safety factor, all schoolboard chairpersons felt that the students and teachers knew the evacuation proceedings and the once a month weather permitting fire drill procedure seemed sufficient. Two of the schoolboard chairpersons from suburban schools also felt that their buildings were relatively new and therefore, they felt the total physical plant was safe enough to continue with their once a month weather permitting procedure.

Two of the Chicago schoolboard chairpersons interviewed indicated they have a fire drill whenever the Fire Department comes and conducts the drill. Last year that happened three times in both schools. When asked if they thought three times a year was sufficient to ensure the safety of all the students, they both replied in the

affirmative. They felt once the children knew the procedures, they would remember to follow them.

From the interview data gathered, the safety factor regarding the frequency of fire drills is not a serious issue among the schoolboard chairpersons interviewed.

The reasons presented for non-compliance are; ignorance of the required number of fire drills, over reliance on outside agencies (fire department), and complacency with the present procedures employed.

In the case of the newer suburban school buildings, there might be some basis for their rationale. Nevertheless, complacency can set in, in either setting, Chicago or suburban, and should be a cause for concern. Fire drills conducted frequently in good or bad weather, do force administrators, teachers, and students to remain alert and aware of proper procedures. Also, frequent fire drills permit the principal to time how long it takes for evacuation of the building and then she/he can begin to examine any possible reasons which might be a cause for delay and begin to correct problems immediately.

The principal can also log all efforts to promote a safe environment and indicate these items on the monthly report to the schoolboard.

VARIABLES NON-IMPLEMENTING SCHOOLS

Appendix B presents the data gathered from the eighty-two schools not implementing this policy.

Of all the variables examined, there appear to be none which can be identified as a possible factor affecting the implementation of this policy, except for the very slight variance in large schools. Large schools tend to be violating this policy less often than either medium or small size schools. Perhaps because of the greater number of students, administrators are more safety conscious and tend to conduct more fire drills. Also, more Chicago schools than suburban schools were out of compliance. Perhaps the Chicago schools over a period of years have depended too much on the Chicago Fire Department to keep them on their toes and now (1979-80 school year) with the Fire Department's limited school visits, they have not developed a regular school program for themselves. There is a serious violation of this policy and immediate steps should be taken to correct the situation.

STUDENTS 0.26

HOW FREQUENTLY DO PARENTS/GUARDIANS OF STUDENTS IN YOUR SCHOOL RECEIVE WRITTEN REPORTS REGARDING THEIR CHILDRENS' SOCIAL AND ACADEMIC PROGRESS?

Of the total schoolboard chairpersons reporting, ninety-one percent indicated that they were implementing this policy and less than nine percent indicated that they were not implementing this policy. Note that the policy requires four written evaluations of pupil progress. Three of the schools reporting, "other", indicated that they give only two written reports, but they also counted their two parent-teacher conferences as two oral reports which they felt followed the policy requiring four reports.

TOTAL ANSWERING	TOTAL 125 100.0%
ONCE A YEAR	1 .8%
TWICE A YEAR	3 2.4%
THREE TIMES A YEAR	3 2.4%
* FOUR TIMES A YEAR	114 91.2%
OTHER	4 3.2%

INTERVIEW DATA 0.26

Of the ten schoolboard chairpersons interviewed, two were not implementing this policy. One chairperson indicated that their school gives two written report a year because they counted their parent teacher conferences as reports even though they were not written reports. One chairperson indicated that their school gives two written

reports to students in grades one through four and four written reports in grades five through eight because it was felt that the upper grades had more information to report.

Thus from the interviews, it is obvious that the school conferences are viewed as reports even though they are oral and not written reports and account for one reason for non-compliance.

Note that there will be no further analysis of this policy because of the few numbers involved.

STUDENTS 0.27

FROM WHICH OF THE FOLLOWING SOURCES ARE RELIGIOUS TEXTBOOKS CHOSEN FOR YOUR SCHOOL?

Of the total schoolboard chairpersons reporting, ninety-three percent indicated that religious textbooks are selected from the Archdiocesan approved list and five percent (6) stated they used salesperson's recommendations, and teacher recommendation were used sixty percent (75) of the time. The total, one hundred seventy-two percent accounts for schools checking multiple answers. Five schools were not in compliance by not choosing materials from the Archdiocesan approved list. While this is a low number, it is cause for some concern because it is imperative that all Religion textbooks pass the close

scrutiny of the Religious Education Department before selection at the local parish level where the personnel and talent required to scrutinize all possible textbooks selections is usually not available.

TOTAL ANSWERING	TOTAL 125 100.0%
ARCHDIOCESAN APPROVED LIST	116 92.8%
SALESPERSON'S RECOMMENDATIONS	6 4.8%
TEACHER RECOMMENDATIONS	75 60.0%
OTHER	18 14.4%
	215 172.0%

INTERVIEW DATA 0.27

Note that none of the schoolboard chairpersons interviewed were out of compliance with this policy. Further, since there were only five schools out of compliance in total, no further analysis will be presented.

INSTRUCTION 0.28

HOW IS YOUR RELIGIOUS CHAIRPERSON SELECTED?

Note that the policy states that each Catholic elementary school must have a qualified Religious Education

Chairman appointed by the principal with the approval of the pastor.

Fifty-five percent (67) indicated the chairperson was appointed by the principal; three percent (4) indicated that the chairperson was elected by the faculty; and twenty-one percent (26) indicated that the chairperson was appointed by the pastor; and twelve percent (15) indicated that the individual volunteers. The total number of schools out of compliance with this policy is fifty-five. Nine of those schoolboard chairpersons who responded in the "OTHER" category indicated that the principal in their schools appoints the chairperson after discussion with both the faculty and the pastor. Six of the schools in the "OTHER" category stated that they do not have a religious chairperson and two schoolboard chairpersons indicated that the principal is the chairperson.

TOTAL ANSWERING	TOTAL 122 100.0%
ELECTED BY THE FACULTY	4 3.3%
* APPOINTED BY THE PRINCIPAL	67 54.9%
APPOINTED BY THE PASTOR	26 21.3%
INDIVIDUAL VOLUNTEERS	15 12.3%
OTHER	20 16.4%

INTERVIEW DATA 0.28

Of the ten schoolboard chairpersons interviewed, seven reported that this policy was not being implemented by their schools. Four of the chairpersons indicated that the pastor appoints the Religious Education Chairperson and they also stated that they were not aware that the principal should appoint the Religious Chairperson with the approval of the pastor.

One schoolboard chairperson stated that his principal also served as the Religious Chairperson because it is a small school and the principal felt she had more time available than the teachers.

One schoolboard chairperson stated that the faculty elected the chairperson, but the election has to be approved by the principal.

One chairperson indicated that he had marked the "OTHER category because his school doesn't have a Religious Education Chairman. He stated that the parish has a D.R.E. - Director of Religious Education for the entire parish, but the D.R.E. has devoted little time to the local parish school. There is a role conflict here which the schoolboard is trying to remedy.

From the interview data gathered, two main reasons for non-compliance of this policy are presented. One is that the majority of the schoolboard chairpersons are unaware of this policy. Secondly, some pastors are

performing a task which is not theirs to perform - appointing the Religious Chairperson.

Also, the responsibility fo the Director of Religious Education to the local parish schools seems to need clarity.

VARIABLE NON-IMPLEMENTING SCHOOLS 0.28

Appendix B presents the data gathered from the fifty-five schools not implementing this policy.

Small schools in the suburbs with lay principals are violating this policy. The variances are too small to make any generalizations, although it is possible that the lack of any specific guidelines stating what constitutes a qualified Religious Education Chairperson might be a problem for many of the schools out of compliance.

If teachers volunteer for this position without specific guidelines presented, it appears that standards or qualification for the position are vague and anyone can do the job. Also, if the faculty elects a person, it might appear that the chairperson is someone popular with the group regardless of qualification. Of course, when the pastor appoints, this is another violation unless there is further information which would indicate that the pastor and the principal, in collaboration, appoint the chairperson. One can only assume pastors might not understand that their

function is to wait until the principal appoints and then the pastor is free to approve or disapprove.

It would appear, therefore, that in some schools since the pastor has veto power over the principal's selection of the Religious Education Chairperson, principals are not following the policy when the pastor is not challenged when he utilizes direct appointive authority.

INSTRUCTION 0.29

HOW FREQUENTLY ARE MEETINGS HELD TO INFORM ALL PARENTS OF THE SCHOOL'S RELIGIOUS EDUCATIONAL PROGRAM?

Note that the policy states that parents should be directly involved in the religious education of their children. Meetings should be held to inform parents of the schools religious educational program. If the schoolboard chairpersons checked "NEVER", they were considered out of compliance. This policy appears to be broad enough to allow the administrators in the schools flexibility to inform the parents of the school's religious education program. Therefore, to never inform parents of the program appears to be thwarting the intent to increase parent involvement.

Of the total responding, twenty-seven percent (33) have meetings once a year, twenty-nine percent (35) meet more than once a year, and sixteen percent (19) meet

whenever a new textbook is introduced and twenty-nine percent (35) never have meetings with parents to discuss the school's religious education program.

TOTAL ANSWERING	TOTAL 122 100.0%
ONCE A YEAR	33 27%
MORE THAN ONCE A YEAR	35 28.7%
WHENEVER A NEW TEXTBOOK IS INTRODUCED	19 15.6%
NEVER	35 28.7%

INTERVIEW DATA 0.29

Of the ten schoolboard chairpersons interviewed, four reported that this policy was not being implemented in their schools. Two schools were in Chicago and two were in the suburbs.

One chairperson indicated that every other year the principal explains the total school program to the parents in a written report and at that time includes an overview of the Religion Program as well.

One chairperson indicated that it was not necessary to hold meetings to explain the Religious Education Program to the parents because the principal has been at the school for a number of years and also their school has a dedicated

teaching staff who know what they are doing. One more meeting would not be considered helpful.

Two of the chairpersons indicated that they did not know why meetings weren't held to explain the Religious Education Program. Both were unaware that there was a policy which stated that meetings should be held for such purposes.

From the interview data, there are two reasons for non-compliance presented. One is that parents are apparently satisfied with the level of reporting currently taking place and they are not too interested in additional meetings or information which might help them develop a deeper understanding of what is being taught their children. A possible implication is that apathy and indifference might set in where there isn't on-going dialogue between the school and the parents to continually inform and update parents.

The second reason for non-compliance is, lack of knowledge of the policy which is unfortunate considering that the Religious Education Program is the core of the entire school program, and it would seem that schoolboard members and parents would require some type of regular reporting from the principal.

VARIABLES NON-IMPLEMENTING SCHOOLS 0.29

Appendix B presents the data gathered from the thirty-seven schools not implementing this policy.

Small and medium size schools and Chicago schools are violating this policy more often than the larger schools and the suburban schools. Also, schools with religious principals are out of compliance more often and the length of tenure of the principal in the same school is longer for those schools not complying.

Perhaps schools with religious principals who have been at the same school for a number of years do not feel that it is necessary to hold meetings with parents to discuss the Religious Educational Program. The principals know the parents have confidence in them and they do not want to bother the parents with an extra meeting. While it is important for parents and principals to respect one another, it is equally important that the Religious Education Program does not remain static.

It is also possible that principals with long tenure in the same school have not updated their views of the parent's role in education and therefore deliberately avoid too much parental involvement.

INSTRUCTION 0.30

WHAT IS THE AVERAGE CLASS SIZE IN YOUR SCHOOL?

Note that the policy encourages schools to reduce class size to thirty-five, although if schools are moving into alternative learning designs they are free to work with the numbers of students as local wisdom decides. Therefore, no minimum size is suggested, just a maximum of thirty-five students. Of the total schoolboard chairpersons reporting, twenty-nine percent (36) indicated that their class size for grades one through three was less than twenty-five; forty-two percent (53) indicated that their class size was between twenty-six and thirty; and twenty-six percent (33) indicated that their class size was between thirty-one and thirty-five. Therefore, only four schools have class sizes larger than the encouraged maximum class size of thirty-five.

Perhaps there is high compliance here for a few reasons. One is the decline in births in the last ten years which would be reflected in the numbers in these early grades. Two, might be the strong objection put forth by teachers who are aware of average class sizes in the other school systems. Third, might be a financial reason unrelated to the two previous reasons presented. Cost of private education has escalated at such a rate in the last five years that high student enrollments might not even be a

factor and, therefore, class sizes much over thirty-five are not even a possible reality.

The following data present the information gathered for all grades one through eight. Note that the grades four through six have the largest average class size, twenty-nine (29), followed by both the junior high and the primary grades with an average of twenty-seven students.

P R I M A R Y	TOTAL ANSWERING	<u>GRADES 1-3</u>	TOTAL 126 100.0%
	LESS THAN 25		36 28.6%
	26 - 30		53 42.1%
	31 - 35		33 26.2%
	OVER 35		4 3.2%

MEAN 26.77

I N T E R M E D I A T E	TOTAL ANSWERING	<u>GRADES 4-6</u>	126 100.0%
	LESS THAN 25		20 15.9%
	26 - 30		60 47.6%
	31 - 35		41 32.5%
	OVER 35		5 4.0%

MEAN 28.54

J U N I O R H I G H	TOTAL ANSWERING	<u>GRADES 7-8</u>	125 100.0%
	LESS THAN 25		33 26.4%
	26 - 30		45 36.0%
	31 - 35		44 35.2%
	OVER 35		3 2.4%

MEAN 27.34

INSTRUCTION 0.31

IS YOUR SCHOOL CURRENTLY ENGAGED IN AN EXPERIMENTAL INSTRUCTIONAL PROGRAM (including both pilot programs and redesigns of the instructional program?)

Note that there were no wrong or right answers to this question. The question was asked to attempt to determine how many schools are currently involved in experimental instructional programs which include both pilot programs and redesigns of the instructional programs.

Thirteen percent (15) of those responding indicated that their school was currently involved in an experimental program, and eighty-eight percent (105) indicated their school was not involved. Fifteen schools indicating that they are currently involved in an experimental program appears to be very low considering that the policy manual describes the instructional program in the Archdiocese as evolving. The evolving curriculum is described as one which is constantly monitored and improved. It appears that because so few of the schools reporting are experimenting with pilot programs or redesigning their current instructional program that innovative techniques and programs are not being introduced in the schools.

TOTAL ANSWERING	TOTAL 120 100.0%
YES	15 12.5%

NO

105
87.5%INSTRUCTION 0.32

TO WHAT EXTENT ARE EXPERIMENTAL INSTRUCTIONAL PROGRAMS IN YOUR SCHOOL INITIATED WITH THE KNOWLEDGE AND APPROVAL OF THE ARCHDIOCESAN CURRICULUM DEPARTMENT?

Note that in question thirty-one, if the chairpersons checked no, they were to skip this question. Of the fifteen checking no on question thirty-one, thirteen responded to question thirty-two. Thirty-nine percent (5) of the schoolboard chairpersons reporting indicated that their schools initiated experimental programs to a great or very great extent with the knowledge and approval of the Archdiocesan curriculum department; and sixty-one percent (8) indicated to some or very little extent. Because the numbers are so small it is not possible to make any generalizations, yet the few schools indicating that they were involved in an experimental program were not always getting the approval of the curriculum department. Lack of reporting and seeking approval from the curriculum department, can have a negative effect on the schools violating this policy. First, local schools lose out on the total information available on potential new programs they might be piloting; thus putting those schools at the

disadvantage of only hearing from the publisher's whose opinion would be naturally biased. Secondly, when publisher's work through the Archdiocesan curriculum department, they are presented with the standards and guidelines and objectives for each specific curriculum. Also, publishers are presented with the requirements to give follow up support and in-service to the local schools as a prerequisite to introducing new programs.

TOTAL ANSWERING	TOTAL 133 100.0%
TO A VERY GREAT EXTENT	1 7.7%
TO A GREAT EXTENT	4 30.8%
TO SOME EXTENT	5 38.5%
TO VERY LITTLE EXTENT	3 23.1%

INTERVIEW DATA 0.32

Of the ten schoolboard chairpersons interviewed, two indicated they were currently involved in an experimental instructional program without the approval of the Archdiocesan Curriculum Department. The reason they did not seek approval is that their local curriculum committee was most interested in piloting the materials and also because the school would be allowed to keep all materials used in the pilot program. Both chairpersons stated that their curriculum committees did not think it was necessary to seek

permission to pilot these programs.

Therefore, one can see two basic reasons for non-compliance indicated from these two interviews; namely, that local curriculum committees have been given the authority to make decisions and that schools might benefit by acquiring free materials when piloting a program.

Since there were a total of eight schools out of compliance and two were interviewed, there will be no further analysis of the six remaining schools.

INSTRUCTION 0.33

PLEASE CHECK THOSE ACADEMIC SUBJECTS THAT ARE REQUIRED IN YOUR SCHOOL.

Note that all subjects must be checked in order for a school to be considered in compliance. There was a 100% compliance for Religion, Communication Arts, Mathematics, and ninety-nine percent compliance for Social Studies and ninety-eight percent for Science. Physical Education was ninety percent and Fine Arts was eighty-one percent and Human Sexuality was fifty percent. Therefore, the three subjects which will require further analyses are Physical Education, Fine Arts, and Human Sexuality.

The policy regarding a program in Human Sexuality is different from the policy for the other academic areas. All

elementary schools are encouraged to include in the regular curriculum a program of education in human sexuality. The program must include adequate teacher preparation and frequent communication with parents. The other academic areas listed are all required.

TOTAL ANSWERING	TOTAL 123 100.0%
RELIGION	123 100%
COMMUNICATION ARTS	123 100%
MATHEMATICS	123 100%
SOCIAL STUDIES	122 99.2%
SCIENCE	121 98.4%
PHYSICAL EDUCATION	111 90.2%
FINE ARTS	100 81.3%
HUMAN SEXUALITY	62 50.4%
OTHER	7 5.7%

INTERVIEW DATA 0.33

Of the ten schoolboard chairpersons interviewed, eight reported that this policy was not being fully implemented in their schools. Five schools were located in Chicago and three schools were in the suburbs.

Three chairpersons reported that their schools did not have a course in Human Sexuality, although one chairperson reported that his school offered a course in Morality in the eighth grade. One chairperson also stated that their schoolboard and principal had written a policy requiring a program in Human Sexuality in the school, but the policy was vetoed by the pastor and the board has done nothing about a program since that time.

One chairperson reported that his school has no Physical Education Program because their school has no gymnasium nor do they have another large facility which could serve as a gymnasium.

Two chairpersons reported that their schools have no Fine Arts or Human Sexuality programs. Both chairpersons stated that money was the reason there was no Fine Arts program, but they did not know why there was no program in Human Sexuality, although one chairperson felt there was a possibility that the school's Science curriculum might have some components of a Human Sexuality program.

One chairperson reported that they have no program on Human Sexuality in their school because the parents felt pressure from the Archdiocese to focus on, "Becoming A Person" program was unnecessary and not what they wanted. Therefore, there is currently no program in Human Sexuality in the school nor is a program being studied for possible future implementation.

One chairperson reported that his school has no programs in the Fine Arts, Physical Education, and Human Sexuality because of financial reasons. He stated that it is a very poor school and is struggling to get all the other subjects taught.

From the data gathered in the interviews, lack of sufficient funds and facilities and a pastor veto in one case are reasons presented for some schools not offering the required academic program. Also, the lack of consensus on the part of parents and school administrators for a program in Human Sexuality could account for the fact that fifty percent of the schools reporting had no program in Human Sexuality in their schools. Possible implication is that the parents and the schools are both losing an opportunity to collaborate on a specific well planned program in Human Sexuality which would benefit all the children.

VARIABLES NON-IMPLEMENTING POLICIES 0.33

Appendix B presents the data gathered from the 69 schools not implementing this policy.

Medium size schools and Chicago schools are out of compliance. Also, principals in these schools had more total experience as principals and had been in their present schools as principals longer than the total group reporting.

Principals who have been in these particular schools for a long time and have encountered resistance in the past

from the parents and or the schoolboard, might be hesitant to update their program to include Human Sexuality.

Further, the fact that the policy only encourages schools to have a Human Sexuality Program and does not mandate it, would appear to tie the hands of administrators who would see the program as beneficial.

INSTRUCTION 0.34

TO WHAT EXTENT ARE PARENTS GIVEN THE OPPORTUNITY TO HAVE SOME PART IN THE PREPARATION OF THEIR CHILDREN FOR RECEPTION OF THE SACRAMENTS OF FIRST COMMUNION AND RECONCILIATION?

Note that the policy states that parents should be directly involved in the religious education of their children. The responses, to a great extent, or to a very great extent were the only two acceptable answers. Parents were involved to a very great extent nineteen percent (24), and to a great extent forty percent (51) while forty-one percent (52) were involved to some extent or less.

TOTAL ANSWERING	TOTAL 127 100.0%
* TO A VERY GREAT EXTENT	24 18.9%
* TO A GREAT EXTENT	51 40.2%
TO SOME EXTENT	38 29.9%

TO A LITTLE EXTENT	4 3.1%
TO A VERY LITTLE EXTENT	10 7.9%

INTERVIEW DATA 0.34

Of the ten schoolboard chairpersons interviewed, six reported that their schools were not implementing this policy. Five were Chicago schools and one was a suburban school.

One schoolboard chairperson indicated that there is no strong program in their school for parent involvement. The only preparation which parents receive are written materials which teachers send home with the students.

One schoolboard chairperson indicated that parents are given very little opportunity to help prepare their children for the sacraments. He stated further that the Mother's Club was going to start a special program of its own next year with or without the help of the school.

Two chairpersons indicated that parents are involved to a very little extent because the parents feel that the school knows what they are doing. Also, in the past when parents were invited to attend preparation sessions, there was an extremely low turnout. He also indicated that attendance at preparation sessions was strictly voluntary.

Two chairpersons indicated that parents were involved to some extent, but not to the extent parents would

like to be. Plans are currently being made to increase parent involvement since the parish has recently hired a Director of Religious Education (D.R.E.) for the total parish who will be available to help plan preparation sessions for the parents with the assistance of the administration and the faculty.

From the data gathered during the interviews, it can be seen that parents have diverse opinions regarding the extent of their involvement with the preparation of their children for the sacraments. The two extremes of let the school do it all to the desire for greater help in preparation presents a split view. Perhaps the wording of the policy isn't strong enough and should read that parents must be directly involved instead of should be directly involved.

VARIABLES NON-IMPLEMENTING SCHOOLS 0.34

Appendix B presents the data gathered from the schools not implementing this policy.

Medium size schools and Chicago schools were not implementing this policy. A greater number of principals in this group have been principals in their present schools for ten years or longer than the principals in the total group reporting.

The reasons presented by the chairpersons for non-compliance of this policy; namely, the school's lack of

offering parents the opportunity, and the parents giving the schools the total responsibility of sacramental preparation, are issues which must be resolved. Principals need to update their techniques and methods whereby they develop adult education programs to help parents see their responsibilities to be directly involved in the sacramental preparation of their children.

INSTRUCTION 0.35

DO CHILDREN IN YOUR SCHOOL ATTEND MASS ON SCHOOL DAYS?

There is no policy mandating attendance at Mass during the weekdays by the children. They are encouraged to attend on a voluntary basis. Of the total schoolboard chairpersons reporting, seventy-one percent (87) indicated that their children attend Mass on schooldays and twenty-nine percent (35) indicated that their children do not attend Mass on weekdays. Question thirty-six following will present the reasons stated from the eighty-seven schoolboard chairpersons as to why they attend Mass on schooldays.

TOTAL ANSWERING	TOTAL 122 100.0%
YES	87 71.3%

NO

35
28.7%INSTRUCTION 0.36WHY DO CHILDREN IN YOUR SCHOOL ATTEND MASS ON
SCHOOLDAYS?

Note that of the eighty-seven responses stating that children do attend Mass on weekdays, two did not state their reasons, leaving eighty-five total responses here.

Twenty-nine percent of the children are encouraged to attend Mass and forty-four percent (37) are required to attend Mass while eight percent (7) decide to attend on their own (volunteer).

The policy encouraging the children to attend Mass seems to be operating by thirty-eight (32) percent of those schools reporting who have children attend Mass on weekdays. The forty-four percent required to attend Mass appear to be in the majority, and therefore are not moving in the direction of encouraging the students to volunteer. Perhaps the philosophies at the local parish level, are not in agreement with the policy which allows for greater choice on the part of the students.

TOTAL ANSWERING

TOTAL
85
100.0%

THEY ARE ENCOURAGED TO DO SO

25
29.4%

THEY ARE REQUIRED TO DO SO	37 43.5%
THEY DECIDE TO GO ON THEIR OWN	7 8.2%
OTHER	16 18.8%
	85 99.9%

INSTRUCTION 0.37

TO WHAT EXTENT ARE PARENTS INVITED TO ATTEND
LITURGIES/CHURCH ACTIVITIES IN YOUR SCHOOL?

Note this policy states that parents should be invited to participate in Eucharist Liturgies to keep in clear focus that the norm of faith is that of the adult Christian Community. Any chairperson who responded, to some extent, to a little extent or to a very little extent, was considered out of compliance with this policy.

Parents are involved to a very great extent twenty-five percent (31) of the time, and to a great extent forty-three (54) percent, and to some extent twenty-six (33), and to a little extent two percent (3), and to a very little extent four percent (5) of the time.

TOTAL ANSWERING	TOTAL 126 100.0%
* TO A VERY GREAT EXTENT	31 24.6%

* TO A GREAT EXTENT	54 42.9%
TO SOME EXTENT	33 26.2%
TO A LITTLE EXTENT	3 2.4%
TO A VERY LITTLE EXTENT	5 4.0%

INTERVIEW DATA 0.37

Of the ten schoolboard chairpersons interviewed, five reported that this policy was not being implemented in their school. Three schoolboard chairpersons had checked, "to some extent" and one had checked, "to a little extent", and one had checked, "to a very little extent".

Two schoolboard chairpersons indicated that parents are invited to the First Friday Masses only. Two schoolboard chairpersons indicated that parents are invited to attend the Sunday Liturgies which are sometimes planned by the children. One schoolboard chairperson indicated that the parents in his school don't want to get too involved because too many of them are working full time, therefore, few invitations to attend school Liturgies are extended.

From the data gathered in the interviews, it can be seen that greater efforts could be made to extend parent involvement and attendance at children's Liturgies. The fact that many parents might be working or might not be interested in getting involved with the school does not

prevent teachers and administrators from continuing with their efforts to make parents realize their role as the first educators of their children.

This question did not ask how many Eucharistic Liturgies are planned by and for the students. If the schools aren't planning any Liturgies, then parent involvement would naturally be limited.

VARIABLES NON-IMPLEMENTING SCHOOLS 0.37

Appendix B presents the data gathered from the thirty-six schools not implementing this policy.

Small and large size schools and Chicago schools are implementing this policy less often than medium size schools or suburban schools. Also, there are more religious teachers in the schools not implementing this policy and there are more principals who have been principal in the same school more than ten years. Perhaps the fact that some of these schools have had the same principal for over ten years might be indicative of an older pattern of dealing with parents which didn't allow for too much parental involvement.

These schools also had a larger proportion of religious teachers than the total group reporting which might account for the strong support some parents felt for the schools to prepare the childrens Liturgies without too much (parental) involvement. There were also fewer

assistant principals reported in this group than in the total group reporting. Perhaps the availability of an extra person to help plan programs with and for parents is a key component for greater compliance.

INSTRUCTION 0.38

WHICH OF THE FOLLOWING PRACTICES DO YOU FOLLOW WHEN SELECTING TEXTBOOKS FOR YOUR STUDENTS?

Note the policy states that the titles of the officially adopted texts and programs are sent to the schools each year. These official adoptions must be used at each grade level and in every area of the instructional program. Therefore, there were only two acceptable responses to this question.*

TOTAL ANSWERING	TOTAL 126 100.0%
* MAKE SELECTIONS FROM THE TITLES OF THE OFFICIALLY ADOPTED TEXTS AND PROGRAMS SENT FROM THE ARCHDIOCESAN OFFICE EACH YEAR	108 85.7%
HAVE VARIOUS PUBLISHERS COME AND MAKE PRESENTATIONS AND THEN MAKE SELECTIONS EVEN IF THE MATERIALS ARE NOT ON THE APPROVED LISTS	57 45.2%
* GET SPECIAL APPROVAL FROM THE DIOCESAN OFFICE WHENEVER MAKING AN EXCEPTION TO THE APPROVED LIST	37 29.4%
OTHER	19 15.1%

INTERVIEW DATA 0.38

Of the ten schoolboard chairpersons interviewed, five reported that their schools were not implementing this policy.

One chairperson indicated that the principal chooses all the materials used in the school, but he did not know if she made her selections from the Archdiocesan approved lists.

One chairperson indicated that the materials on the listings from the Archdiocesan Office were not helpful and their principal felt that it was more important for the teachers teaching the program to make the final textbook selection, even if the materials were not listed on the approved list.

Three of the chairpersons indicated that their schools use the lists of approved texts from the Archdiocesan Office. They also indicated that if the teachers/administrator find other materials which are more suitable, they will select those materials even if the materials are not on the approved lists. The chairperson indicated that his school has specific curriculum committees to evaluate materials and that teachers and administrators have the final say.

From the data gathered during the interviews, it can be seen that the schools are aware of the approved lists of materials, but have still decided to select other

materials. Confidence in the local schools ability to make their own selections and concern for teacher in-put seems to have interfered with full implementation of this policy.

VARIABLES NON-IMPLEMENTING POLICIES 0.38

Appendix B presents the data gathered from the fifty-six schools not implementing this policy.

Large schools and suburban schools and schools with lay principals and schools with a higher number of lay teachers are out of compliance. Because large schools have more teachers on staff, they may tend to have more committee work done and, therefore, when a group is asked to complete a task such as textbook selection, their suggestions may be acted on more readily than if one or two teachers presented suggestions.

Also, suburban school teachers might have more contact with the local public schools' teachers and, therefore, become familiar with materials which are not on the approved materials lists and present a strong case for the inclusion of these materials in their school program.

Further, lay principals with a high ratio of lay teachers to religious teachers, may tend to give greater consideration to teacher choices.

Yet, there are no acceptable reasons for not adhering to this policy which makes allowances for

substitution after written approval from the curriculum department is received. If permission is denied then the local school is presented with the specific reasons. The best solution would seem to be to ask the curriculum department for information beforehand whenever examining materials not on the approved lists. But it does appear from the responses to this policy that there are still a large percentage of administrators/teachers who could be easily swayed by a publisher's presentation more so than their concern for violating a written policy.

Also, there might be a confidence gap here if there is little involvement by local teachers in the selection process of the Archdiocesan lists of approved materials.

INSTRUCTION 0.39

TO WHAT EXTENT DO STUDENTS IN YOUR SCHOOL PURCHASE INDIVIDUAL TEXTBOOKS FOR THEIR PERSONAL EXCLUSIVE USE?

Note that the policy states that the purchase of books by each student for his personal and exclusive use is discouraged because it limits the diversity of materials and their use. Also, only two answers were accepted as being in compliance with this policy; to a little extent and to a very little extent.

Eighty-one percent of those schoolboard chairpersons reporting indicated that their schools purchase individual

textbooks for exclusive personal use to a little or very little extent; whereas nineteen percent reported that their students purchase individual textbooks to some or to a very great extent.

TOTAL ANSWERING	TOTAL 119 100.0%
TO A VERY GREAT EXTENT	7 5.9%
TO A GREAT EXTENT	3 2.5%
TO SOME EXTENT	13 10.9%
* TO A LITTLE EXTENT	13 10.9%
* TO A VERY LITTLE EXTENT	83 69.7%

INTERVIEW DATA 0.39

Of the ten schoolboard chairpersons interviewed, four reported that this policy was not being implemented in their schools.

Three of the chairpersons indicated their schools purchased textbooks for children's exclusive use to a very great extent. All three chairpersons stated that the parents in their schools wanted their children to have their own texts in order for the parents to know what the children are studying in school. Parents also felt if the children didn't own their own texts, they would not have as much access to the materials.

One of the chairpersons indicated that his school purchased textbooks for children's exclusive use to some extent. He clarified his statement further by stating that only the students in the seventh and eighth grades purchase their own textbooks, but they are allowed to sell their books every year.

Those schools who were not implementing this policy were few, but from the interview data it can be seen that parents might not understand that when children do not purchase a single text for each subject area, it is possible to present a greater diversity of materials for all students. It also might be a financial burden for parents to be continually purchasing new materials.

INSTRUCTION 0.40

HOW MANY HOURS OF INSTRUCTION DOES YOUR SCHOOL PROVIDE FOR ITS STUDENTS EACH DAY EXCLUSIVE OF TIME SET ASIDE FOR HOUSEKEEPING CHORES AND THE LIKE?

Note that the policy states that the daily schedule must provide for a full five hours of instruction. Any time set aside for lunch, housekeeping chores and the like, will be in addition to these five hours. Ninety-nine percent of the schools reporting are in compliance with this policy. From this information gathered, it is not possible to

determine if any of these schools reporting were extending their school day to five and half to six hours which is also strongly recommended by the Archdiocesan school office.

TOTAL ANSWERING	TOTAL 122 100.0%
LESS THAN 5 HOURS	1 .8%
* 5 HOURS	41 33.6%
* MORE THAN 5 HOURS	79 64.8%
OTHER	1 .8%

INSTRUCTION 0.41

IS YOUR SCHOOL OPERATING ON THE CONDENSED SCHOOL DAY SCHEDULE?

Schools which receive special permission from the Archdiocesan Office are allowed to operate on a condensed schedule whereby all the children stay for lunch at school (within the school) and then twenty minutes must be scheduled for the lunch period and when possible some times should be allowed for physical exercise - preferably outdoors in good weather.

Of the total schoolboard chairpersons reporting, forty-one percent (48) indicated they are on a condensed schedule and fifty-nine percent (69) reported they are not.

TOTAL ANSWERING	TOTAL 117 100%
YES	48 41.0%
NO	69 59.0%

INSTRUCTION 0.42

HOW MUCH TIME IS PROVIDED FOR LUNCH EACH DAY?

The policy recommends that all elementary schools allow a minimum of forty minutes for lunch and up to one hour if necessary, to allow a substantial number of students to go home for lunch. Exceptions are the condensed lunch programs which must allow a minimum of twenty minutes for lunch. Of the total schoolboard chairpersons reporting, four percent (5) allow thirty minutes for lunch and seven percent (9) allow twenty minutes for lunch.

It appears from these data that few schools (5) are allowing sixty minutes for lunch which might also mean that few schools have their entire student body provided with the opportunity to go home for lunch, because it appears that

forty minutes might not be enough time to be dismissed, eat lunch, and return to school. Of course, that is also true for the thirty and twenty minute lunch periods. Therefore, while only forty-one percent of the schoolboard chairpersons reporting, indicated they were operating on a condensed lunch program which would account for the thirty and twenty minute selections, there are still thirty-five percent (42) schools operating on a different kind of program.

TOTAL ANSWERING	TOTAL 121 100.0%
60 MINUTES	5 4.1%
40 MINUTES	42 34.7%
30 MINUTES	50 41.3%
20 MINUTES	9 7.4%
OTHER	15 12.4%

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This study has attempted to identify factors which interfere with the full implementation of Chicago Archdiocesan School Board Policies at the local school level.

The Archdiocesan Policy Manual is the only document directing the efforts of the local parish school board and yet it is evident that some policies are not being implemented. This lack of compliance raises a question of authority. The interviews and the analyses did not deal directly with the issues of authority, but it is important to specify that non-compliance with a policy is a potential defiance of authority. Since there are no sanctions imposed on school boards for non-compliance, the Archdiocesan School Board needs to address itself to this entire matter of scope and purpose of policy. Policy not followed can be more relative to line and staff concerns than no policy. In the absence of policy, administrative direction is needed. With the existence of policy, administrative implementation is essential.

Two techniques were utilized to gather the data for the study. Questionnaires were mailed to school board chairpersons in the Archdiocese of Chicago and personal interviews were conducted after the questionnaires were completed. The purpose of the questionnaire was to determine if Archdiocesan Policies were being implemented at the local school level. Each of the forty two questions contained in the questionnaire referred to a specific policy written in the policy manual and each chairperson was requested to respond to all questions. The chairperson's response determined whether or not the policy was being implemented.

There has never been an audit or study of the policy book, School Policies and Administrative Regulations for Elementary Schools, to determine if the policies are being implemented. Nor has there ever been a study to determine if the policies are being implemented. Nor has there ever been a study to determine the factors which might affect implementation of Archdiocesan Policies by the local parish school boards in the Archdiocese of Chicago.

Chapter I of this study was primarily concerned with an overview of the study plus the methods and procedures to be used. Chapter II presented a review of the related literature. Chapter III focused on presentation and analyses of the data from the questionnaires and the interviews as well as an analysis of the data gathered from

the fact sheet attached to the questionnaire.

The current chapter is divided into three sections. The first section contains a general summary of the findings. The second section contains conclusions of the study. The third section contains a list of recommendations.

Generally speaking, there was a high level of implementation of the policies by the schools reporting. Four of the schools reporting were implementing all of the policies and fifty seven percent (73) of the schools reporting were violating five or less policies. See Table I.

The two policies being implemented least often were in the area of Students. Eighty two schools were not conducting the prescribed number of fire drills. Seventy eight schools were not following the procedures outlined in the policy manual regarding actions which must be taken before a student is expelled from school.

Of the ten policies being implemented least often six were in the area of Instruction. For instance, the policy on textbook selection procedures and the selection procedures for the Religious Education Chairperson were among these policies.

Also, of the ten policies being implemented least often, four focused mainly on parental involvement and if the parental component in the expulsion policy were

included, there would be five such policies.

Therefore, it appears from this study that parental involvement is not being encouraged, although the review of the literature revealed that parents are to be the first educators of their children and parents should be actively participating in the educational process.

CONCLUSIONS

Of the variables analyzed, none was found to be significantly correlated to the level of policy implementation. However, data examination did produce the following trends:

Group Conclusions

1. Small schools tend to be in violation more often than medium or large size schools.
2. Schools with religious principals tend to be in violation more often than schools with lay principals.
3. Chicago schools tend to be out of compliance more often than suburban schools.
4. Principals in the same schools for over ten years tend to be out of compliance more often than principals with shorter tenure.
5. There was deliberate non-compliance of some policies by local school boards in order to implement local policies which were more relevant to the school

board.

6. The policies focusing on parental involvement were among the policies being implemented least often.
7. Policy language such as should and encourage were weak terms used IN SOME of the policies.
8. School board chairpersons are not always aware of the content of the Archdiocesan Policy Manual.

Personnel

9. Availability of qualified substitutes presents a problem for some schools.
10. Teachers may not always be acquiring tenure according to Archdiocesan policy.

Students

11. Age requirements for entering first grade students is closely followed.
12. Schools are not always providing a variety of techniques to evaluate student progress. Teacher observations and teacher made tests are the two techniques used most often to evaluate students progress. Peer evaluation and questionnaires are used least often to measure student progress.
13. Students' rights in the area of expulsion are not being fully recognized.
14. Fire drills are not conducted according to policy by

the majority of the schools reporting.

15. The majority of the schools are giving four written reports regarding student progress each year according to the policy.

Instruction

16. In some cases, the role of the Director Of Religious Education and his/her place in the organizational structure of the parish is vague. This vagueness not only causes role confusion but also poses questions concerning line and staff considerations.
17. Guidelines for the qualification of a religious chairperson need to be clarified.
18. Class size does not generally exceed the recommended maximum of thirty five students.
19. Few schools are currently engaged in any experimental instructional programs encouraged by policy.
20. Attendance at Mass on weekdays by the school children is more often required than voluntary.
21. There could be greater participation by parents in the children's Liturgies. The policy states that parents should participate.
22. The majority of schools provide five hours or more of instruction each day.
23. Lack of finances and or facilities are keeping some schools from offering complete academic programs,

especially Fine Arts and Physical Education programs which are required by policy.

24. Lack of consensus on the part of parents and school administrators is keeping programs in Human Sexuality from being offered in all the schools. Programs in Human Sexuality are encouraged by policy.
25. Textbook selections are sometimes made without the approval of the Archdiocesan School Office.

RECOMMENDATIONS

As a result of this study, several recommendations are presented to school board chairpersons and to administrators at the local parish level as well as at the diocesan level. These recommendations are based on the information obtained from the interviews with the chairpersons as well as the data gathered from the analysis of the variables.

1. Require that all schoolboard members attend a minimum of one training session prior to sitting on the school board in order to familiarize themselves with the Archdiocesan Policy Manual.
2. The Archdiocesan School Office should examine the possibilities of small schools clustered together, especially in the city, sharing personnel and or facilities in order to offer a complete academic program to all students, especially in the areas of

Fine Arts and Physical Education.

3. Local parish schools should examine the possible use of local facilities for school use such as the park districts and local public school facilities in order to cut down on additional building expenses while not reducing program offerings.
4. The Archdiocesan School Office should investigate the possibilities of creating a regional cluster of school boards whereby school board members from a number of local parishes can have an opportunity to share ideas, visions, and solutions to similar problems as well as to receive in-service training.
5. The Archdiocesan School Board should survey local parish school boards members to determine the specific areas in which board members are currently involved.
6. The Archdiocesan School Office - Curriculum Department should design workshops to in-service school personnel (teacher/administrators) on assessment techniques to evaluate current school programs as well as techniques to re-design current programs.
7. The Archdiocesan School Office - Curriculum Department should set up curriculum committee networks whereby a representative from every parish cluster/school council is represented on every

curriculum committee and is required periodically to present a report from their committee.

8. An "Alternative Financing" committee should be formed at the local parish cluster level for teachers, administrators, pastors, and school board members from all the parishes in the cluster to explore the possibilities of obtaining funds to support Catholic education. The committee would be trained in techniques of proposal writing as well as techniques in involving the total business community in the work of Catholic schools located within the cluster.
9. Local parish clusters should explore the possibility of establishing a centralized substitute teacher center whereby several schools could benefit from the services of available qualified substitute teachers.
10. All teachers should be presented with a copy of the Archdiocesan Policy Manual by the principal to study when the teacher signs a contract with the local school.
11. The Archdiocesan School Office should compile and distribute a Handbook On Student's Rights to all teachers, administrators, pastors, and school board members.
12. Fire drill procedures should be immediately investigated for all the schools by the Archdiocesan School Office. Also, the fire regulations for the

City of Chicago as well as all municipalities where Archdiocesan schools are located should be reprinted and distributed to all principals, pastors, and school board chairpersons.

13. The Archdiocesan School Board should clearly specify the qualifications of the Religious Education Chairperson in the policy manual.
14. The Archdiocesan School Office - Religion Department - should distribute role description of the Director of Religious Education to the local parish pastor, principal, religious education chairperson, and all other concerned parties. The description should contain specific areas where the Director of Religious Education might be involved with the local school's Religion program.
15. The Archdiocesan School Office should write specific guidelines outlining what should be contained in a program of Human Sexuality and distribute it to all the schools.
16. The Archdiocesan School Board should closely scrutinize terminology used in the policy manual such as the words should and encouraged to determine the intent of the specific policies using these terms.
17. All policies contained in the present policy book should be reviewed so that ambiguous and weak language is eliminated.

18. Since the local parish school board and the pastor hire the principal, they should in turn hold the principal accountable for full implementation of Archdiocesan Policies.

RECOMMENDATIONS FOR FURTHER STUDY

During the course of this study information surfaced which indicated there might be a need for further study in certain areas. Therefore, the following recommendations are presented for further study:

1. A study should be made to determine if policies contained in diocesan policy manuals are being implemented in other dioceses such as Joliet and Peoria.
2. A study should be made to determine the amount and kind of orientation training the average school board member receives at the local parish level.
3. This study should be replicated requesting principals to fill out the questionnaire to determine if there would be any significant differences in the responses.
4. A study should be made to determine the numbers and composition of the current curriculum teams evaluating textbooks which are put on the Approved Materials List.
5. A survey of representative parishes should be

- undertaken to determine if the lack of parental involvement in the schools which surfaced in this study is a realistic picture of the situation.
6. A study should be made to determine if pastor, principals, and current school board chairpersons would be interested in pursuing the possibility of forming regional boards of education in the Archdiocese of Chicago to facilitate school board members training as well as broaden the information base for decision making.
 7. A study should be made by the Archdiocesan School Board to examine ways to monitor the full implementation of its policies.
 8. The whole issue of stewardship on the part of local parish school boards should be examined by the Archdiocesan School Board.

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APPENDIX A

March 22, 1980

Dear

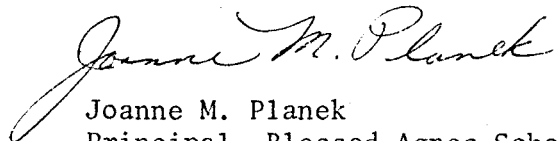
Sister Irene Bopp, Consultant Chicago Archdiocese School Boards, has graciously identified you as a school board chairperson who would provide valuable assistance to me in validating a questionnaire to be used in my dissertation. Therefore, I would appreciate your assistance.

Currently, I am working on my doctoral dissertation at Loyola University. I intend to gather data from the school board chairpersons of the archdiocese of Chicago. The attached questionnaire will be mailed to each chairperson and the returned questionnaire will provide the data for my study.

However, before I send out this questionnaire I need your help in evaluating it. Please read the questionnaire and write your comments directly on the questionnaire offering suggestions you feel appropriate. Comments regarding those things you feel contribute to valid data collection will be most important. Your experience and expertise will provide me with valuable insights in finalizing my questionnaire.

Thank you for your time and cooperation. For your convenience, I have provided a stamped self-addressed envelope and hope you will return the questionnaire before April 1, 1980.

Sincerely yours,



Joanne M. Planek
Principal, Blessed Agnes School

JP:mh

April 27, 1980

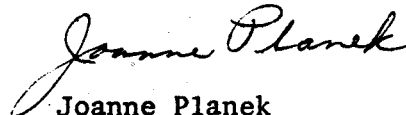
Dear Board Chairperson:

My name is Joanne Planek and I am conducting research for my doctoral dissertation at Loyola University of Chicago. I am studying procedures followed by elementary schools in the Archdiocese of Chicago. This information can only be obtained with your help. Therefore, I am asking you to fill out the attached questionnaire so that I may include your school in the study.

Please answer each question as accurately as possible. If you wish to make any additional comments on any of the questions, please do so. Responses to the questions will provide quantitative insight into the procedures followed by schools in the Archdiocese.

Please return the completed questionnaire in the enclosed envelope no later than May 9, 1980. Your cooperation is sincerely appreciated and will greatly facilitate the completion of my doctoral dissertation at Loyola.

Sincerely,

A handwritten signature in cursive script that reads "Joanne Planek". The signature is written in dark ink and is positioned above the typed name and address.

Joanne Planek
Principal
Blessed Agnes School
2658 S. Drake Ave.
Chicago, Il. 60623
522-0143/522-0179

SCHOOL PROCEDURES SURVEY

Directions: As was indicated in the cover letter, your thoughtful response to each of the following questions will be greatly appreciated. Please check the most appropriate answer(s) to each question based on your observations during this school year (i.e., September 1979 — April 1980). If you wish to add any further comments, please feel free to do so.

For how many years have you served on this board? _____

For how many years have you served as board chairperson? _____

PERSONNEL

1. After how many years of satisfactory service, do probationary (non-tenured) teachers acquire tenure? (Check only one)

☐ 1 year

☐ 5 or more years

☐ 2 years

☐ It varies at discretion of principal

☐ 3 years

☐ Other _____
(specify)

☐ 4 years

2. What means are used to notify probationary (non-tenured) teachers when there is a lack of competency demonstrated in their work or conduct? (Check as many as apply)

☐ A written notification

☐ Dismissed immediately

☐ An evaluatory meeting with the principal

☐ Other _____
(specify)

☐ No notification is given

3. How frequently are substitute teachers or paraprofessionals used when the regular teacher is absent? (Check only one)

☐ Always

☐ Most of the time

☐ Less than half the time

☐ About half the time

☐ Never

4. When full time teachers are involved in a curricular program that is new or has been significantly changed, is participation in pre-service or in-service training mandatory?

☐ Yes

☐ No (If no, skip to question # 6)

5. What is the nature of the usual training provided? (Check as many as apply)

- ☐ Attendance at workshops ☐ College coursework
- ☐ Observance of new programs at other schools ☐ Other _____
(specify)

6. Have your teachers ever requested a collective teacher's contract rather than an individual teacher contract? (Check only one)

- ☐ Our teachers have not requested a collective teacher's contract.
- ☐ A few teachers have approached, but not enough (a majority) to warrant taking further steps.
- ☐ We are now operating under such a contract.
- ☐ Our teachers (a majority) have approached us and we have taken no action in this matter.
- ☐ The archdiocese has adopted a position which does not allow/permit collective bargaining.
- ☐ Other _____
(specify)

7. The Archdiocesan Board of Education (A.B.E) has established a salary schedule for full time lay teachers. Does your school generally: (Check only one)

- ☐ Pay the A.B.E. scale
- ☐ Pay more than the A.B.E. scale ☐ Pay the A.B.E. scale plus a bonus or other extraordinary benefits
- ☐ Pay less than the A.B.E. scale

8. The Archdiocesan Board of Education has established a stipend for full time sisters. Does your school generally: (Check only one)

- ☐ Pay the A.B.E. scale
- ☐ Pay more than the A.B.E. scale ☐ Pay the A.B.E. scale plus a bonus or other extraordinary benefits.
- ☐ Pay less than the A.B.E. scale

9. Is the sisters' stipend negotiated with the religious community?

- ☐ Yes ☐ No

10. At what daily salary range are your substitute teachers paid? (Check only one)

- ☐ \$25.00 - \$29.00 ☐ \$36.00 - \$40.00
- ☐ \$30.00 - \$35.00 ☐ Other _____
(specify)

11. What share of the single coverage premium does your parish/school pay of the Blue-Cross, Blue-Shield Major Medical Insurance Plan for full time employees? (Check only one)
- ☐ All
- ☐ 0 - 25% ☐ 51 - 75%
- ☐ 26 - 50% ☐ Other _____
(specify)
12. On what basis do full time teachers usually receive sick leave pay and personal business day pay? (Check only one)
- ☐ Years of service in your school
- ☐ Records of days earned
- ☐ Other _____
(specify)
13. Does the availability of money ever limit your sick leave benefit policy?
- ☐ Yes ☐ No
14. What percentage of your full time teachers hired within the last two years possess a Bachelor's degree with at least a minor in elementary education which includes a course in student teaching? (Check only one)
- ☐ 0 - 25% ☐ 51 - 75%
- ☐ 26 - 50% ☐ 76 - 100%
15. How many times per year do teachers meet with each pupil's parents to discuss progress and other matters of mutual concern? (Check only one)
- ☐ Once ☐ Three or more
- ☐ Twice ☐ Other _____
(specify)
16. How are probationary (non-tenured) teachers evaluated in your school? (Check as many as apply)
- ☐ Written progress evaluation ☐ Classroom visitations
- ☐ Oral progress evaluation ☐ Other _____
(specify)
- ☐ Goal setting conferences ☐ None

17. How frequently are probationary (non-tenured) teachers' evaluation procedures shared with the board? (Check only one)

- ☐ Always
- ☐ Most of the time ☐ Less than half the time
- ☐ About half the time ☐ Never

STUDENTS

18. What are the age requirements for children entering your school?

For Kindergarten: (Check only one)

- ☐ Must be five years on or before December 1st
- ☐ Must be five years on or before September 1st
- ☐ Other _____ (specify)
- ☐ We have no kindergarten

For First Grade: (Check only one)

- ☐ Six years on or before December 1st
- ☐ Six years on or before September 1st
- ☐ Other _____ (specify)

19. Which of the following documents are required when registering a child in your school? (Check as many as apply)

- ☐ Baptismal record ☐ Proof of residency in parish
- ☐ Birth certificate ☐ Other _____
- ☐ Health records _____ (specify)

20. Does your school maintain an accurate record of each child's daily attendance?

- ☐ Yes ☐ No

21. Which of the following actions must occur before a child is expelled from your school? (Check as many as apply)

- ☐ Parents are sent a warning letter informing them of the seriousness of the situation.
- ☐ Conferences are held and plans are designed with the parents and teachers, to help the student deal with the specific problem.
- ☐ The student must have committed a serious infraction of the school rules.
- ☐ The student must have been suspended or put on probation at least once before expulsion.
- ☐ Other _____

(specify)

22. Which of the following techniques do you employ when evaluating student progress? (Check as many as apply)

- ☐ Direct teacher observations ☐ Pupil's self evaluation
- ☐ Interviews with students ☐ Peer evaluation
- ☐ Questionnaires ☐ Other _____
- ☐ Teacher-made tests

(specify)

23. Are students in your school ever retained in the same grade for a second year? (Check only one)

- ☐ Yes, when the teacher strongly recommends this procedure.
- ☐ Yes, if the teacher and the parents both agree after several conferences are held.
- ☐ No, we do not allow retention.
- ☐ Other _____

(specify)

24. When a child becomes ill or is a victim of an accident during the school day, does the principal contact the parents or guardians immediately?

- ☐ Yes
- ☐ No
- ☐ Depends on circumstances _____

(explain)

25. How frequently are fire drills conducted in your school? (Check only one)

- ☐ Once a month — weather permitting
- ☐ Twice a year in September/October and once a month thereafter
- ☐ When the Fire Department conducts a drill
- ☐ Other _____
(specify)

26. How frequently do parents/guardians of students in your school receive written reports regarding their childrens' social and academic progress? (Check only one)

- ☐ Once a year ☐ Four times a year
- ☐ Twice a year ☐ Other _____
(specify)
- ☐ Three times a year _____
(specify)

27. From which of the following sources are Religion textbooks chosen for your school? (Check as many as apply)

- ☐ Archdiocesan approved list ☐ Other _____
(specify)
- ☐ Salesperson's recommendations _____
(specify)
- ☐ Teacher recommendations

INSTRUCTION

28. How is your Religious Chairperson selected? (Check only one)

- ☐ Elected by the faculty ☐ Individual volunteers
- ☐ Appointed by the principal ☐ Other _____
(specify)
- ☐ Appointed by the pastor _____
(specify)

29. How frequently are meetings held to inform all parents of the school's religious educational program?

- ☐ Once a year ☐ Whenever a new textbook is introduced
- ☐ More than once a year ☐ Never
- ☐ Every two years

30. What is the average class size in your:

Primary grades 1 through 3 (Check only one)

☐ Less than 25

☐ 31 - 35

☐ 26 - 30

☐ Over 35

Intermediate grades 4 through 6 (Check only one)

☐ Less than 25

☐ 31 - 35

☐ 26 - 30

☐ Over 35

Junior high grades 7 through 8 (Check only one)

☐ Less than 25

☐ 31 - 35

☐ 26 - 30

☐ Over 35

31. Is your school currently engaged in an experimental instructional program (including both pilot programs and redesigns of the instructional program?)

☐ Yes

☐ No (If no, skip to question #33)

32. To what extent are experimental instructional programs in your school initiated with the knowledge and approval of the Archdiocesan curriculum department? (Check only one)

☐ To a very little extent

☐ To a little extent

☐ To a great extent

☐ To some extent

☐ To a very great extent

33. Please check those academic subjects that are required in your school. (Check as many as apply)

☐ Religion

☐ Science

☐ Communication Arts (speaking, listening, Reading, Writing)

☐ Fine Arts (Art, Music, Drama)

☐ Mathematics

☐ Physical Education (Gym)

☐ Social Studies

☐ Human Sexuality

☐ Other _____

(specify)

34. To what extent are parents given the opportunity to have some part in the preparation of their children for reception of the sacraments of First Communion and Reconciliation? (Check only one)
- ☐ To a very little extent
- ☐ To a little extent ☐ To a great extent
- ☐ To some extent ☐ To a very great extent
35. Do children in your school attend Mass on school days?
- ☐ Yes ☐ No (*If no, skip to question #37*)
36. Why do children in your school attend Mass on school days? (Check only one)
- ☐ They are encouraged to do so ☐ They decide to go on their own
- ☐ They are required to do so ☐ Other _____
(specify)
37. To what extent are parents invited to attend liturgies/church activities in your school? (Check only one)
- ☐ To a very little extent
- ☐ To a little extent ☐ To a great extent
- ☐ To some extent ☐ To a very great extent
38. Which of the following practices do you follow when selecting textbooks for your students? (Check as many as apply)
- ☐ Make our selections from the titles of the officially adopted texts and programs sent from the Archdiocesan Office each year.
- ☐ Have various publishers come and make presentations and then make our selections even if the materials are not on the approved lists.
- ☐ Get special approval from the diocesan office whenever making an exception to the approved list.
- ☐ Other _____
(specify)

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

APPENDIX B

Q.43- SIZE OF SCHOOL

	TOTAL -----
TOTAL ANSWERING	126 100.0%
SMALL (UNDER 250)	37 29.4%
MEDIUM (250-400)	44 34.9%
LARGE (OVER 400)	45 35.7%
MEAN BASE	365.00 126
MEDIAN	340.34
SIGMA	126 100.0%

Q.44- NUMBER OF CURRENT SCHOOL BOARD MEMBERS

	TOTAL -----
TOTAL ANSWERING	123 100.0%
2	1 .8%
5	6 4.9%
6	6 4.9%
7	9 7.3%
8	7 5.7%
9	39 31.7%
10 OR MORE	55 44.7%
MEAN	9.78
BASE	123
MEDIAN	9.00
SIGMA	123 100.0%

Q.45- NUMBER OF FULL-TIME RELIGIOUS TEACHERS

	TOTAL -----
TOTAL ANSWERING	127 100.0%
1	15 11.8%
2	21 16.5%
4	13 10.2%
5	17 13.4%
6	10 7.9%
7	4 3.1%
8	4 3.1%
9	1 .8%
10 OR MORE	2 1.6%
NONE	20 15.7%
MEAN BASE	3.18 127
MEDIAN	5.00
SIGMA	107 84.1%

0.45- NUMBER OF FULL-TIME LAY TEACHERS

	TOTAL -----
TOTAL ANSWERING	127 100.0%
2	2 1.6%
4	3 2.4%
5	6 4.7%
6	14 11.0%
7	14 11.0%
8	7 5.5%
9	11 8.7%
10 OR MORE	59 46.5%
NONE	6 4.7%
MEAN BASE	10.30 127
MEDIAN	14.75
SIGMA	122 96.1%

Q.46- HOW LONG HAVE HAD CURRENT PRINCIPAL

	TOTAL -----
TOTAL ANSWERING	126 100.0%
1	19 15.1%
2	17 13.5%
4	20 15.9%
5	11 8.7%
6	10 7.9%
7	7 5.6%
8	6 4.8%
9	5 4.0%
10 OR MORE	16 12.7%
MEAN	5.17
BASE	126
MEDIAN	5.00
SIGMA	111 88.2%

Q.47- HOW LONG CURRENT PRINCIPAL HAS BEEN A
PRINCIPAL (ANYWHERE)

	TOTAL -----
TOTAL ANSWERING	121 100.0%
1	8 6.6%
2	10 8.3%
4	10 8.3%
5	8 6.6%
6	8 6.6%
7	5 4.1%
8	7 5.8%
9	6 5.0%
10 OR MORE	52 43.0%
MEAN	8.78
BASE	121
MEDIAN	9.00
SIGMA	114 94.3%

0.48- SCHOOL PRINCIPAL IS...

	TOTAL -----
TOTAL ANSWERING	127 100.0%
RELIGIOUS	91 71.7%
LAY	36 28.3%
SIGMA	127 100.0%

0.49- WHETHER SCHOOL HAS A FULL-TIME
ASSISTANT PRINCIPAL

	TOTAL

TOTAL ANSWERING	126 100.0%
YES	16 12.7%
NO	110 87.3%
SIGMA	126 100.0%

Q.50- WHETHER PARISH HAS PARISH COUNCIL

	TOTAL

TOTAL ANSWERING	127
	100.0%
YES	46
	36.2%
NO	81
	63.8%
SIGMA	127
	100.0%

Q.51- NUMBER OF YEARS SERVED AS CHAIRPERSON

	TOTAL -----
TOTAL ANSWERING	124 100.0%
1	2 1.6%
2	22 17.7%
3	46 37.1%
4	27 21.8%
5	11 8.9%
6	8 6.5%
7	5 4.0%
8	1 .8%
9	2 1.6%
MEAN	3.68
BASE	124
MEDIAN	3.00
SIGMA	124 100.0%

Q.52- LOCATION

	TOTAL

TOTAL ANSWERING	127 100.0%
CHICAGO	65 51.2%
SUBURBAN	62 48.8%
SIGMA	127 100.0%

Q.43- SIZE OF SCHOOL

	PERSONNEL NON-IMPLEMENTATION																
	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17
TOTAL ANSWERING	19 100.0%	22 100.0%				11 100.0%	5 100.0%	12 100.0%		16 100.0%	12 100.0%	17 100.0%		9 100.0%	29 100.0%		
SMALL (UNDER 250)	9 47.4%	11 50.0%				4 36.4%	2 40.0%	3 25.0%		8 50.0%	4 33.3%	3 17.6%		4 44.4%	6 20.7%		
MEDIUM (250-400)	3 15.8%	8 36.4%				4 36.4%		4 33.3%		5 31.3%	3 25.0%	7 41.2%		4 44.4%	10 34.5%		
LARGE (OVER 400)	7 36.8%	3 13.6%				3 27.3%	3 60.0%	5 41.7%		3 18.8%	5 41.7%	7 41.2%		1 11.1%	13 44.8%		
MEAN	346.32	281.41				321.73	405.00	437.75		278.88	333.50	421.94		275.56	404.55		
BASE	19	22				11	5	12		16	12	17		9	29		
MEDIAN	300.00	249.50				325.00	567.00	381.25		249.50	375.00	378.57		287.50	385.00		
SIGMA	19 100.0%	22 100.0%				11 100.1%	5 100.0%	12 100.0%		16 100.1%	12 100.0%	17 100.0%		9 99.9%	29 100.0%		

Q.44- NUMBER OF CURRENT SCHOOL BOARD MEMBERS

	PERSONNEL NON-IMPLEMENTATION																
	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17
TOTAL ANSWERING	18 100.0%	22 100.0%			11 100.0%	5 100.0%	12 100.0%		15 100.0%	11 100.0%	15 100.0%		9 100.0%	28 100.0%			
2	1 5.6%									1 6.7%							
5	1 5.6%	2 9.1%			1 9.1%		1 8.3%		2 13.3%	2 18.2%	3 20.0%				1 3.6%		
6		2 9.1%			2 18.2%				1 6.7%	1 9.1%					1 3.6%		
7		1 4.5%				1 20.0%			3 20.0%		3 20.0%		2 22.2%				
8		2 9.1%				1 20.0%	1 8.3%		1 6.7%	1 9.1%				3 10.7%			
9	6 33.3%	6 27.3%			3 27.3%	2 40.0%	3 25.0%		3 20.0%	4 36.4%	4 26.7%		2 22.2%	11 39.3%			
10 OR MORE	10 55.6%	9 40.9%			5 45.5%	1 20.0%	7 58.3%		4 26.7%	3 27.3%	5 33.3%		5 55.6%	12 42.9%			
MEAN	9.83	9.27			9.64	8.60	10.58		8.13	8.73	9.00		10.22	9.86			
BASE	18	22			11	5	12		15	11	15		9	28			
MEDIAN	16.00	9.00			9.00	9.00	18.57		8.00	9.00	9.00		18.00	9.00			
SIGMA	18 100.1%	22 100.0%			11 100.1%	5 100.0%	12 99.9%		15 100.1%	11 100.1%	15 100.0%		9 100.0%	28 100.1%			

Q.45- NUMBER OF FULL-TIME RELIGIOUS TEACHERS

	PERSONNEL NON-IMPLEMENTATION																
	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17
TOTAL ANSWERING	19 100.0%	22 100.0%				11 100.0%	5 100.0%	12 100.0%		16 100.0%	12 100.0%	17 100.0%		9 100.0%	29 100.0%		
1	1 5.3%	3 13.6%				3 27.3%		1 8.3%		2 12.5%	2 16.7%			3 33.3%	3 10.3%		
2	2 10.5%	4 18.2%				4 36.4%	1 20.0%	2 16.7%		2 12.5%	1 8.3%	4 23.5%			6 20.7%		
4	1 5.3%	2 9.1%				1 9.1%		1 8.3%		2 12.5%	2 16.7%	4 23.5%		1 11.1%	4 13.8%		
5	3 15.8%	3 13.6%				1 9.1%	1 20.0%	1 8.3%			2 16.7%				5 17.2%		
6	4 21.1%	2 9.1%				1 9.1%		1 8.3%		3 18.8%		2 11.8%		1 11.1%	1 3.4%		
7		1 4.5%						1 8.3%							1 3.4%		
8	1 5.3%	1 4.5%					1 20.0%	1 8.3%		1 6.3%	1 8.3%	1 5.9%		2 22.2%	2 6.9%		
9											1 8.3%						
10 OR MORE								1 8.3%							1 3.4%		
NONE	2 10.5%					1 9.1%	2 40.0%	1 8.3%		3 18.8%	1 8.3%	1 5.9%		1 11.1%	3 10.3%		
MEAN	3.74	3.59				2.36	3.00	4.33		3.06	3.75	3.47		3.56	3.62		
BASE	19	22				11	5	12		16	12	17		9	29		
MEDIAN	6.00	5.00				2.00	8.00	6.50		6.00	5.00	6.00		6.00	5.00		
SIGMA	14 73.8%	16 72.6%				11 100.1%	5 100.0%	10 83.1%		13 81.4%	10 83.3%	12 70.6%		8 88.8%	26 89.4%		

TABLE 62

0.45- NUMBER OF FULL-TIME LAY TEACHERS

	PERSONNEL NON-IMPLEMENTATION																
	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	0.10	0.11	0.12	0.13	0.14	0.15	0.16	0.17
TOTAL ANSWERING	19 100.0%	22 100.0%			11 100.0%	5 100.0%	12 100.0%			16 100.0%	12 100.0%	17 100.0%		9 100.0%	29 100.0%		
2	2 10.5%									2 12.5%				1 11.1%			
4			1 4.5%					1 8.3%		1 6.3%					2 6.9%		
5	1 5.3%		2 9.1%							3 18.8%	1 8.3%			1 11.1%	2 6.9%		
6	3 15.8%		5 22.7%			3 27.3%				1 6.3%		2 11.8%		1 11.1%	2 6.9%		
7			3 13.6%				1 20.0%	1 8.3%		1 6.3%	3 25.0%	1 5.9%		1 11.1%	2 6.9%		
8	1 5.3%		2 9.1%				1 20.0%			1 6.3%		2 11.8%			1 3.4%		
9	1 5.3%		1 4.5%			1 9.1%	1 20.0%	4 33.3%		2 12.5%				2 22.2%	3 10.3%		
10 OR MORE	10 52.6%		6 27.3%			6 54.5%	2 40.0%	5 41.7%		4 25.0%	5 41.7%	11 64.7%		3 33.3%	16 55.2%		
NONE												1 8.3%					
MEAN	9.84	7.73			10.09	13.00	13.92		7.25	8.08	12.18			8.00	11.90		
BASE	19	22			11	5	12		16	12	17			9	29		
MEDIAN	18.00	7.50			23.33	9.00	9.50		7.50	30.00	24.55			9.00	17.50		
SIGMA	18 94.8%	20 90.8%			10 90.9%	5 100.0%	11 91.6%		15 94.0%	10 83.3%	16 94.2%			9 99.9%	28 96.5%		

Q.46- HOW LONG HAVE HAD CURRENT PRINCIPAL

		PERSONNEL NON-IMPLEMENTATION																
		0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	0.10	0.11	0.12	0.13	0.14	0.15	0.16	0.17
TOTAL ANSWERING		19 100.0%	22 100.0%			11 100.0%	5 100.0%	12 100.0%		16 100.0%	12 100.0%	17 100.0%		9 100.0%	29 100.0%			
1		2 10.5%	5 22.7%			3 27.3%	1 20.0%	2 16.7%		2 12.5%	3 25.0%	2 11.8%		2 22.2%	7 24.1%			
2		4 21.1%				2 18.2%	1 20.0%	2 16.7%		3 18.8%	1 8.3%	1 5.9%			4 13.8%			
4		3 15.8%	3 13.6%			2 18.2%		3 25.0%		1 6.3%	1 8.3%	4 23.5%		1 11.1%	4 13.8%			
5		1 5.3%					1 20.0%	1 8.3%		3 18.8%		1 5.9%		1 11.1%	3 10.3%			
6		2 10.5%	1 4.5%			1 9.1%	1 20.0%			2 12.5%	2 16.7%	2 11.8%		3 33.3%	1 3.4%			
7		3 15.8%	3 13.6%									2 11.8%			2 6.9%			
8			1 4.5%					1 8.3%		1 6.3%	1 8.3%	1 5.9%			2 6.9%			
9		2 10.5%	2 9.1%							1 6.3%	1 8.3%	2 11.8%		2 22.2%				
10 OR MORE			3 13.6%			3 27.3%	1 20.0%	1 8.3%		2 12.5%	1 8.3%	1 5.9%			4 13.8%			
MEAN		4.42	5.32			5.00	5.80	4.08		5.75	4.83	5.53		5.22	4.76			
BASE		19	22			11	5	12		16	12	17		9	29			
MEDIAN		5.00	7.00			4.00	5.00	4.00		5.00	6.00	6.00		6.00	4.00			
SIGMA		17 89.5%	18 81.6%			11 100.1%	5 100.0%	10 83.3%		15 94.0%	10 83.2%	16 94.3%		9 99.9%	27 93.0%			

Q.47- HOW LONG CURRENT PRINCIPAL HAS BEEN A
PRINCIPAL (ANYWHERE)

	PERSONNEL NON-IMPLEMENTATION																
	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	0.10	0.11	0.12	0.13	0.14	0.15	0.16	0.17
TOTAL ANSWERING	16 100.0%	21 100.0%				11 100.0%	5 100.0%	12 100.0%		15 100.0%	11 100.0%	16 100.0%		8 100.0%	28 100.0%		
1	1 6.3%	2 9.5%				1 9.1%	1 20.0%	1 8.3%			3 27.3%	1 6.3%			3 10.7%		
2	2 12.5%	1 4.8%				2 18.2%	1 20.0%	2 16.7%		4 26.7%	1 9.1%	1 6.3%		1 12.5%	1 3.6%		
4	1 6.3%	2 9.5%				1 9.1%		2 16.7%				2 12.5%		2 25.0%	1 3.6%		
5										1 6.7%	1 9.1%				1 3.6%		
6	2 12.5%	1 4.8%				1 9.1%				1 6.7%	2 18.2%	1 6.3%		1 12.5%	2 7.1%		
7	2 12.5%	1 4.8%					1 20.0%			1 6.7%				1 12.5%			
8	2 12.5%	3 14.3%				1 9.1%				2 13.3%		1 6.3%		1 12.5%	4 14.3%		
9	1 6.3%	2 9.5%					1 20.0%	1 8.3%			1 9.1%	3 18.8%		1 12.5%			
10 OR MORE	4 25.0%	6 28.6%				5 45.5%	1 20.0%	3 25.0%		6 40.0%	2 18.2%	7 43.8%		1 12.5%	13 46.4%		
MEAN BASE	7.63 16	6.95 21				8.55 11	6.80 5	7.08 12		8.73 15	5.09 11	9.00 16		6.25 8	9.00 28		
MEDIAN	7.50	9.00				8.00	7.00	9.50		8.00	6.00	9.00		6.50	17.69		
SIGMA	15 93.9%	18 85.8%				11 100.1%	5 100.0%	9 75.0%		15 100.1%	10 91.0%	16 100.3%		8 100.0%	25 89.3%		

Q.48- SCHOOL PRINCIPAL IS...

		PERSONNEL NON - IMPLEMENTATION																
		Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17
TOTAL ANSWERING		19 100.0%		22 100.0%			11 100.0%	5 100.0%	12 100.0%		16 100.0%	12 100.0%	17 100.0%		9 100.0%	29 100.0%		
RELIGIOUS		16 84.2%		20 90.9%			7 63.6%	3 60.0%	10 83.3%		14 87.5%	7 58.3%	13 76.5%		6 66.7%	23 79.3%		
LAY		3 15.8%		2 9.1%			4 36.4%	2 40.0%	2 16.7%		2 12.5%	5 41.7%	4 23.5%		3 33.3%	6 20.7%		
SIGMA		19 100.0%		22 100.0%			11 100.0%	5 100.0%	12 100.0%		16 100.0%	12 100.0%	17 100.0%		9 100.0%	29 100.0%		

Q.49- WHETHER SCHOOL HAS A FULL-TIME
ASSISTANT PRINCIPAL

		PERSONNEL NON-IMPLEMENTATION																
		Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17
TOTAL ANSWERING		19	22			11	5	12		16	12	16		9	29			
		100.0%	100.0%			100.0%	100.0%	100.0%		100.0%	100.0%	100.0%		100.0%	100.0%			
YES		5	5				2	3		2	3	3		3	1			
		26.3%	22.7%				40.0%	25.0%		12.5%	25.0%	18.8%		33.3%	3.4%			
NO		14	17			11	3	9		14	9	13		6	28			
		73.7%	77.3%			100.0%	60.0%	75.0%		87.5%	75.0%	81.3%		66.7%	96.6%			
SIGMA		19	22			11	5	12		16	12	16		9	29			
		100.0%	100.0%			100.0%	100.0%	100.0%		100.0%	100.0%	100.1%		100.0%	100.0%			

Q.50- WHETHER PARISH HAS PARISH COUNCIL

	P E R S O N N E L N O N - I M P L E M E N T A T I O N																
	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17
TOTAL ANSWERING	19 100.0%	22 100.0%				11 100.0%	5 100.0%	12 100.0%		16 100.0%	12 100.0%	17 100.0%		9 100.0%	29 100.0%		
YES	9 47.4%	4 18.2%				4 36.4%	4 33.3%			5 31.3%	4 33.3%	7 41.2%		2 22.2%	9 31.0%		
NO	10 52.6%	18 81.8%				7 63.6%	5 100.0%	8 66.7%		11 68.8%	8 66.7%	10 58.8%		7 77.8%	20 69.0%		
SIGMA	19 100.0%	22 100.0%				11 100.0%	5 100.0%	12 100.0%		16 100.1%	12 100.0%	17 100.0%		9 100.0%	29 100.0%		

0.51- NUMBER OF YEARS SERVED AS CHAIRPERSON

	PERSONNEL NON-IMPLEMENTATION																
	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	0.10	0.11	0.12	0.13	0.14	0.15	0.16	0.17
TOTAL ANSWERING	18 100.0%	21 100.0%				10 100.0%	4 100.0%	12 100.0%		14 100.0%	12 100.0%	16 100.0%		9 100.0%	28 100.0%		
1															1 3.6%		
2	2 11.1%	1 4.8%				1 10.0%	2 50.0%	5 41.7%		1 7.1%	3 25.0%	2 12.5%		4 44.4%	6 21.4%		
3	11 61.1%	9 42.9%				3 30.0%		3 25.0%		5 35.7%	2 16.7%	7 43.8%		3 33.3%	13 46.4%		
4	4 22.2%	6 28.6%				3 30.0%		2 16.7%		4 28.6%	3 25.0%	3 18.8%		2 22.2%	4 14.3%		
5		1 4.8%				2 20.0%	1 25.0%	1 8.3%		1 7.1%	1 8.3%	3 18.8%			3 10.7%		
6		2 9.5%				1 10.0%		1 8.3%		2 14.3%	2 16.7%				1 3.6%		
7	1 5.6%	2 9.5%					1 25.0%			1 7.1%		1 6.3%					
9											1 8.3%						
MEAN	3.33	4.00				3.90	4.00	3.17		4.07	4.17	3.69		2.78	3.18		
BASE	18	21				10	4	12		14	12	16		9	28		
MEDIAN	3.00	4.00				4.00	3.50	3.00		4.00	4.00	3.00		3.00	3.00		
SIGMA	18 100.0%	21 100.1%				10 100.0%	4 100.0%	12 100.0%		14 99.9%	12 100.0%	16 100.2%		9 99.9%	28 100.0%		

Q.52- LOCATION

	PERSONNEL NON - IMPLEMENTATION																
	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17
TOTAL ANSWERING	19 100.0%	22 100.0%			11 100.0%	5 100.0%	12 100.0%		16 100.0%	12 100.0%	17 100.0%		9 100.0%	29 100.0%			
CHICAGO	10 52.6%	16 72.7%			6 54.5%	2 40.0%	7 58.3%		12 75.0%	6 50.0%	7 41.2%		6 66.7%	15 51.7%			
SUBURBAN	9 47.4%	6 27.3%			5 45.5%	3 60.0%	5 41.7%		4 25.0%	6 50.0%	10 58.8%		3 33.3%	14 48.3%			
SIGMA	19 100.0%	22 100.0%			11 100.0%	5 100.0%	12 100.0%		16 100.0%	12 100.0%	17 100.0%		9 100.0%	29 100.0%			

0.43- SIZE OF SCHOOL

STUDENT NON-IMPLEMENTATION										
=====										
	0.18	0.18								
	KINDER	FIRST								
	GARTEN	GRADE	0.19	0.20	0.21	0.22	0.23	0.24	0.25	0.26 0.27

TOTAL ANSWERING				78	7				81	6 5
				100.0%	100.0%				100.0%	100.0% 100.0%
SMALL (UNDER 250)				25	5				28	1 3
				32.1%	71.4%				34.6%	16.7% 60.0%
MEDIUM (250-400)				26	1				29	4
				33.3%	14.3%				35.8%	66.7%
LARGE (OVER 400)				27	1				24	1 2
				34.6%	14.3%				29.6%	16.7% 40.0%
MEAN				358.37	289.57				339.44	369.67 318.40
BASE				78	7				81	6 5
MEDIAN				333.65	209.20				317.24	343.75 249.00
SIGMA				78	7				81	6 5
				100.0%	100.0%				100.0%	100.1% 100.0%

Q.44- NUMBER OF CURRENT SCHOOL BOARD MEMBERS

STUDENT NON-IMPLEMENTATION												

0.18 0.18												
KINDER	FIRST	0.19	0.20	0.21	0.22	0.23	0.24	0.25	0.26	0.27		
GARTEN	GRADE	-----	-----	-----	-----	-----	-----	-----	-----	-----		
				76	7			79	6	5		
				100.0%	100.0%			100.0%	100.0%	100.0%		
								1		1		
								1.3%		20.0%		
				5				5				
				6.6%				6.3%				
				4				4				
				5.3%				5.1%				
				6	1			6				
				7.9%	14.3%			7.6%				
				3	1			6	1			
				3.9%	14.3%			7.6%	16.7%			
				25	2			21	3	2		
				32.9%	28.6%			26.6%	50.0%	40.0%		
				33	3			36	2	2		
				43.4%	42.9%			45.6%	33.3%	40.0%		
				9.70	9.86			9.82	9.83	9.20		
				76	7			79	6	5		
				9.00	9.00			9.00	9.00	9.00		
				76	7			79	6	5		
				100.0%	100.1%			100.1%	100.0%	100.0%		

Q.45- NUMBER OF FULL-TIME RELIGIOUS TEACHERS

STUDENT NON-IMPLEMENTATION

0.18 0.18 KINDER FIRST GARTEN GRADE		0.19	0.20	0.21	0.22	0.23	0.24	0.25	0.26	0.27
TOTAL ANSWERING				78	7			82	6	5
				100.0%	100.0%			100.0%	100.0%	100.0%
1				10	1			9		
				12.8%	14.3%			11.0%		
2				14	2			15		
				17.9%	28.6%			18.3%		
4				10				8	2	1
				12.8%				9.8%	33.3%	20.0%
5				8	1			10	1	
				10.3%	14.3%			12.2%	16.7%	
6				5				7		
				6.4%				8.5%		
7				2				2		
				2.6%				2.4%		
8				1				2		1
				1.3%				2.4%		20.0%
9				1				1		
				1.3%				1.2%		
10 OR MORE				1				2		
				1.3%				2.4%		
NONE				14	2			14	1	1
				17.9%	28.6%			17.1%	16.7%	20.0%
MEAN				2.90	1.86			3.16	3.17	3.60
BASE				78	7			82	6	5
MEDIAN				5.00	5.00			5.00	2.50	
SIGMA				66	6			70	4	3
				84.6%	85.8%			85.3%	66.7%	60.0%

0.45- NUMBER OF FULL-TIME LAY TEACHERS

STUDENT NON-IMPLEMENTATION										

	0.18	0.18								
KINDER FIRST										
GARTEN GRADE	0.19	0.20	0.21	0.22	0.23	0.24	0.25	0.26	0.27	
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL ANSWERING			78	7			82	6	5	
			100.0%	100.0%			100.0%	100.0%	100.0%	
2							2		1	
							2.4%		20.0%	
4			3				3	1	1	
			3.8%				3.7%	16.7%	20.0%	
5			4	1			5			
			5.1%	14.3%			6.1%			
6			9	2			12	1	1	
			11.5%	28.6%			14.6%	16.7%	20.0%	
7			7	1			9	1		
			9.0%	14.3%			11.0%	16.7%		
8			7	1			4			
			9.0%	14.3%			4.9%			
9			7				5	1		
			9.0%				6.1%	16.7%		
10 OR MORE			36	1			33	2	2	
			46.2%	14.3%			40.2%	33.3%	40.0%	
NONE			3	1			5			
			3.8%	14.3%			6.1%			
MEAN			10.27	8.29			9.23	10.67	7.80	
BASE			78	7			82	6	5	
MEDIAN			12.78	7.00			11.82	8.00	6.00	
SIGMA			76	7			78	6	5	
			97.4%	100.1%			95.1%	100.1%	100.0%	

Q.46- HOW LONG HAVE HAD CURRENT PRINCIPAL

STUDENT NON - IMPLEMENTATION												

		0.18	0.18									
		KINDER	FIRST									
		GARTEN	GRADE	0.19	0.20	0.21	0.22	0.23	0.24	0.25	0.26	0.27

TOTAL ANSWERING					78	7				82	6	5
					100.0%	100.0%				100.0%	100.0%	100.0%
1					14	1				15	2	
					17.9%	14.3%				18.3%	33.3%	
2					13					12		
					16.7%					14.6%		
4					9	2				12	1	1
					11.5%	28.6%				14.6%	16.7%	20.0%
5					9	1				6	1	
					11.5%	14.3%				7.3%	16.7%	
6					5					5		1
					6.4%					6.1%		20.0%
7					4	1				5	1	
					5.1%	14.3%				6.1%	16.7%	
8					3					4		1
					3.8%					4.9%		20.0%
9					1					4		
					1.3%					4.9%		
10 OR MORE					12	2				8	1	
					15.4%	28.6%				9.8%	16.7%	
MEAN					5.18	7.71				4.80	5.50	4.80
BASE					78	7				82	6	5
MEDIAN					5.00	5.00				5.00	4.50	8.00
SIGMA					70	7				71	6	3
					89.6%	100.1%				86.6%	100.1%	60.0%

Q.47- HOW LONG CURRENT PRINCIPAL HAS BEEN A
PRINCIPAL (ANYWHERE)

STUDENT NON-IMPLEMENTATION										

0.18	0.18									
KINDER	FIRST									
GARTEN	GRADE	0.19	0.20	0.21	0.22	0.23	0.24	0.25	0.26	0.27
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL ANSWERING			76	7				78	6	5
			100.0%	100.0%				100.0%	100.0%	100.0%
1			5					7	1	
			6.6%					9.0%	16.7%	
2			9					7		
			11.8%					9.0%		
4			5					7		1
			6.6%					9.0%		20.0%
5			5					6		
			6.6%					7.7%		
6			6					3		2
			7.9%					3.8%		40.0%
7			4	1				3	1	1
			5.3%	14.3%				3.8%	16.7%	20.0%
8			4					5	1	1
			5.3%					6.4%	16.7%	20.0%
9			2	1				3		
			2.6%	14.3%				3.8%		
10 OR MORE			32	5				32	3	
			42.1%	71.4%				41.0%	50.0%	
MEAN			8.79	14.00				8.69	10.67	6.20
BASE			76	7				78	6	5
MEDIAN			8.50	26.00				9.00	9.00	6.00
SIGMA			72	7				73	6	5
			94.8%	100.0%				93.5%	100.1%	100.0%

Q.48- SCHOOL PRINCIPAL IS...

STUDENT NON-IMPLEMENTATION										

Q.18	Q.18									
KINDER	FIRST									
GARTEN	GRADE	Q.19	Q.20	Q.21	Q.22	Q.23	Q.24	Q.25	Q.26	Q.27

TOTAL ANSWERING				78	7			82	6	5
				100.0%	100.0%			100.0%	100.0%	100.0%
RELIGIOUS				53	4			60	6	4
				67.9%	57.1%			73.2%	100.0%	80.0%
LAY				25	3			22		1
				32.1%	42.9%			26.8%		20.0%
SIGMA				78	7			82	6	5
				100.0%	100.0%			100.0%	100.0%	100.0%

Q.49- WHETHER SCHOOL HAS A FULL-TIME
ASSISTANT PRINCIPAL

		STUDENT NON - IMPLEMENTATION										

		0.18	0.18									
		KINDER	FIRST									
		GARTEN	GRADE	0.19	0.20	0.21	0.22	0.23	0.24	0.25	0.26	0.27

TOTAL ANSWERING						77	7			82	6	5
						100.0%	100.0%			100.0%	100.0%	100.0%
YES						5				8		1
						6.5%				9.8%		20.0%
NO						72	7			74	6	4
						93.5%	100.0%			90.2%	100.0%	80.0%
SIGMA						77	7			82	6	5
						100.0%	100.0%			100.0%	100.0%	100.0%

Q.50- WHETHER PARISH HAS PARISH COUNCIL

STUDENT NON-IMPLEMENTATION										

0.18	0.18									
KINDER	FIRST									
GARTEN	GRADE	0.19	0.20	0.21	0.22	0.23	0.24	0.25	0.26	0.27
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL ANSWERING			78	7			82	6	5	
			100.0%	100.0%			100.0%	100.0%	100.0%	
YES			30	2			32	1	2	
			38.5%	28.6%			39.0%	16.7%	40.0%	
NO			48	5			50	5	3	
			61.5%	71.4%			61.0%	83.3%	60.0%	
SIGMA			78	7			82	6	5	
			100.0%	100.0%			100.0%	100.0%	100.0%	

Q.51- NUMBER OF YEARS SERVED AS CHAIRPERSON

STUDENT NON-IMPLEMENTATION										

0.18	0.18									
KINDER	FIRST									
GARTEN	GRADE	0.19	0.20	0.21	0.22	0.23	0.24	0.25	0.26	0.27
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL ANSWERING				76	7			80	6	4
				100.0%	100.0%			100.0%	100.0%	100.0%
1				1	1			2		
				1.3%	14.3%			2.5%		
2				10	1			12	2	2
				13.2%	14.3%			15.0%	33.3%	50.0%
3				29	1			28	2	2
				38.2%	14.3%			35.0%	33.3%	50.0%
4				17	3			22		
				22.4%	42.9%			27.5%		
5				10	1			5	1	
				13.2%	14.3%			6.3%	16.7%	
6				5				6	1	
				6.6%				7.5%	16.7%	
7				2				2		
				2.6%				2.5%		
8								1		
								1.3%		
9				2				2		
				2.6%				2.5%		
MEAN				3.79	3.29			3.74	3.50	2.50
BASE				76	7			80	6	4
MEDIAN				3.00	4.00			3.00	3.00	2.50
SIGMA				76	7			80	6	4
				100.1%	100.1%			100.1%	100.0%	100.0%

Q.52- LOCATION

STUDENT NON-IMPLEMENTATION										

Q.18	Q.18									
KINDER	FIRST									
GARTEN	GRADE	Q.19	Q.20	Q.21	Q.22	Q.23	Q.24	Q.25	Q.26	Q.27
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL ANSWERING				78	7			82	6	5
				100.0%	100.0%			100.0%	100.0%	100.0%
CHICAGO				35	4			44	3	4
				44.9%	57.1%			53.7%	50.0%	80.0%
SUBURBAN				43	3			38	3	1
				55.1%	42.9%			46.3%	50.0%	20.0%
SIGMA				78	7			82	6	5
				100.0%	100.0%			100.0%	100.0%	100.0%

Q.43- SIZE OF SCHOOL

I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																	

Q.30- GRADES...																	

	Q.28	Q.29	1-3	4-6	7-8	Q.31	Q.32	Q.33	Q.34	Q.35	Q.36	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42
	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
TOTAL ANSWERING	55	37					6	69	45			36	56	19	1		
	100.0%	100.0%					100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%		
SMALL (UNDER 250)	20	13					2	23	14			12	17	4			
	36.4%	35.1%					33.3%	33.3%	31.1%			33.3%	30.4%	21.1%			
MEDIUM (250-400)	21	15					1	29	17			10	15	8			
	38.2%	40.5%					16.7%	42.0%	37.8%			27.8%	26.8%	42.1%			
LARGE (OVER 400)	14	9					3	17	14			14	24	7	1		
	25.5%	24.3%					50.0%	24.6%	31.1%			38.9%	42.9%	36.8%	100.0%		
MEAN	330.84	336.11					429.17	327.49	356.73			376.94	385.54	366.32	410.00		
BASE	55	37					6	69	45			36	56	19	1		
MEDIAN	307.14	310.00					400.50	312.07	329.41			347.50	365.00	362.50			
SIGMA	55	37					6	69	45			36	56	19	1		
	100.1%	99.9%					100.0%	99.9%	100.0%			100.0%	100.1%	100.0%	100.0%		

0.44- NUMBER OF CURRENT SCHOOL BOARD MEMBERS

I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																		

Q.30- GRADES...																		

	Q.28	Q.29	1-3	4-6	7-8	Q.31	Q.32	Q.33	Q.34	Q.35	Q.36	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42	
	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL ANSWERING	54	36					6	66	42			34	56	19	1			
	100.0%	100.0%					100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%			
2									1			1						
									2.4%			2.9%						
5	3	1						4	4			4	1	1				
	5.6%	2.8%						6.1%	9.5%			11.8%	1.8%	5.3%				
6	4	1					1	3	3			1	4					
	7.4%	2.8%					16.7%	4.5%	7.1%			2.9%	7.1%					
7	3	3						3	3			1	2	2				
	5.6%	8.3%						4.5%	7.1%			2.9%	3.6%	10.5%				
8	2	3						6	1			1	4					
	3.7%	8.3%						9.1%	2.4%			2.9%	7.1%					
9	19	10					4	18	11			10	17	7	1			
	35.2%	27.8%					66.7%	27.3%	26.2%			29.4%	30.4%	36.8%	100.0%			
10 OR MORE	23	18					1	32	19			16	28	9				
	42.6%	50.0%					16.7%	48.5%	45.2%			47.1%	50.0%	47.4%				
MEAN	9.69	10.06					8.67	10.00	9.48			9.44	10.27	9.68	9.00			
BASE	54	36					6	66	42			34	56	19	1			
MEDIAN	9.00	9.50					9.00	9.00	9.00			9.00	9.50	9.00				
SIGMA	54	36					6	66	42			34	56	19	1			
	100.1%	100.0%					100.1%	100.0%	99.9%			99.9%	100.0%	100.0%	100.0%			

Q.45- NUMBER OF FULL-TIME RELIGIOUS TEACHERS

I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																		

Q.30- GRADES...																		

	Q.28	Q.29	1-3	4-6	7-8	Q.31	Q.32	Q.33	Q.34	Q.35	Q.36	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42	
	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
TOTAL ANSWERING	56	37					6	69	45			36	56	19	1			
	100.0%	100.0%					100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%			
1	9	4					1	14	1			4	5	1				
	16.1%	10.8%					16.7%	20.3%	2.2%			11.1%	8.9%	5.3%				
2	11	8						11	10			5	13	3				
	19.6%	21.6%						15.9%	22.2%			13.9%	23.2%	15.8%				
4	4	5					1	7	6			5	6	1				
	7.1%	13.5%					16.7%	10.1%	13.3%			13.9%	10.7%	5.3%				
5	8	6						8	4			3	10	3				
	14.3%	16.2%						11.6%	8.9%			8.3%	17.9%	15.8%				
6	4	3						7	5			5	3	3				
	7.1%	8.1%						10.1%	11.1%			13.9%	5.4%	15.8%				
7	1								1			1	2					
	1.8%								2.2%			2.8%	3.6%					
8	1	3					1	3	2			2	1	2				
	1.8%	8.1%					16.7%	4.3%	4.4%			5.6%	1.8%	10.5%				
9	1											1						
	1.8%											2.8%						
10 OR MORE	1	1					1	1	1				1					
	1.8%	2.7%					16.7%	1.4%	2.2%				1.8%					
NONE	11	3					1	7	5			1	7	1				
	19.6%	8.1%					16.7%	10.1%	11.1%			2.8%	12.5%	5.3%				
MEAN	2.86	3.62					4.50	3.09	3.53			3.83	3.21	3.95	3.00			
BASE	56	37					6	69	45			36	56	19	1			
MEDIAN	5.00	5.00					9.00	5.00	6.00			6.00	5.00	6.00				
SIGMA	51	33					5	58	35			27	48	14				
	91.0%	89.1%					83.5%	83.8%	77.6%			75.1%	85.8%	73.8%				

Q.45- NUMBER OF FULL-TIME LAY TEACHERS

I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																		

0.30- GRADES...																		

0.28	0.29	1-3	4-6	7-8	0.31	0.32	0.33	0.34	0.35	0.36	0.37	0.38	0.39	0.40	0.41	0.42		
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
56	37					6	69	45				36	56	19	1			
100.0%	100.0%					100.0%	100.0%	100.0%				100.0%	100.0%	100.0%	100.0%			
1	1						1	2			2	1	1					
1.8%	2.7%						1.4%	4.4%			5.6%	1.8%	5.3%					
1	1						2	1			1	2						
1.8%	2.7%						2.9%	2.2%			2.8%	3.6%						
	2						3	3				4						
	5.4%						4.3%	6.7%				7.1%						
9	6						9	4			4	7	3					
16.1%	16.2%						13.0%	8.9%			11.1%	12.5%	15.8%					
5	2					1	10	5			5	4	2					
8.9%	5.4%					16.7%	14.5%	11.1%			13.9%	7.1%	10.5%					
4	2						5	3			3	1	1					
7.1%	5.4%						7.2%	6.7%			8.3%	1.8%	5.3%					
4	4					1	6	3			3	5	2					
7.1%	10.8%					16.7%	8.7%	6.7%			8.3%	8.9%	10.5%					
26	15					4	25	21			16	30	10	1				
46.4%	40.5%					66.7%	36.2%	46.7%			44.4%	53.6%	52.6%	100.0%				
2	1						3	1				2						
3.6%	2.7%						4.3%	2.2%				3.6%						
9.96	9.41					12.67	9.13	9.96			10.53	11.59	9.84	13.00				
56	37					6	69	45			36	56	19	1				
16.92	12.67					25.00	9.00	13.81			9.50	16.00	14.00					
52	34					6	64	43			34	56	19	1				
92.8%	91.8%					100.1%	92.5%	95.6%			94.4%	100.0%	100.0%	100.0%				

Q.46- HOW LONG HAVE HAD CURRENT PRINCIPAL

I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																		

Q.30- GRADES...																		

	0.28	0.29	1-3	4-6	7-8	0.31	0.32	0.33	0.34	0.35	0.36	0.37	0.38	0.39	0.40	0.41	0.42	
	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
TOTAL ANSWERING	56	37				6	69	45			36	56	19	1				
	100.0%	100.0%				100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%				
1	9	4				1	8	7			4	10	1					
	16.1%	10.8%				16.7%	11.6%	15.6%			11.1%	17.9%	5.3%					
2	9	5					11	7			4	6	1					
	16.1%	13.5%					15.9%	15.6%			11.1%	10.7%	5.3%					
4	8	7					10	8			5	7	3					
	14.3%	18.9%					14.5%	17.8%			13.9%	12.5%	15.8%					
5	4	3					5	2			2	5	2					
	7.1%	8.1%					7.2%	4.4%			5.6%	8.9%	10.5%					
6	6	3				1	3	1			3	5	3	1				
	10.7%	8.1%				16.7%	4.3%	2.2%			8.3%	8.9%	15.8%	100.0%				
7	5						5	1			2	2	2					
	8.9%						7.2%	2.2%			5.6%	3.6%	10.5%					
8	2	2				1	2	4			3	5	2					
	3.6%	5.4%				16.7%	2.9%	8.9%			8.3%	8.9%	10.5%					
9	4	2					4	2			1	2	5					
	7.1%	5.4%					5.8%	4.4%			2.8%	3.6%	26.3%					
10 OR MORE	5	7				1	10	8			6	10						
	8.9%	18.9%				16.7%	14.5%	17.8%			16.7%	17.9%						
MEAN	5.11	6.00				5.50	5.39	5.73			5.89	5.77	6.21	6.00				
BASE	56	37				6	69	45			36	56	19	1				
MEDIAN	5.00	5.00				9.00	6.00	5.00			6.50	5.50	6.00					
SIGMA	52	33				4	58	40			30	52	19	1				
	92.8%	89.1%				66.8%	83.9%	88.9%			83.4%	92.9%	100.0%	100.0%				

Q.47- HOW LONG CURRENT PRINCIPAL HAS BEEN A
PRINCIPAL (ANYWHERE)

I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																	

Q.30- GRADES...																	
	Q.28	Q.29	1-3	4-6	7-8	Q.31	Q.32	Q.33	Q.34	Q.35	Q.36	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42
	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
TOTAL ANSWERING	54	35					6	65	43			33	55	17	1		
	100.0%	100.0%					100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%		
1	4	2					1	4	3			4	3	1			
	7.4%	5.7%					16.7%	6.2%	7.0%			12.1%	5.5%	5.9%			
2	5	2						6	6			1	5	2			
	9.3%	5.7%						9.2%	14.0%			3.0%	9.1%	11.8%			
4	6	3						3	4			3	5	1			
	11.1%	8.6%						4.6%	9.3%			9.1%	9.1%	5.9%			
5	4	2						3	3				5				
	7.4%	5.7%						4.6%	7.0%				9.1%				
6	4	3						5	1			4	5	2	1		
	7.4%	8.6%						7.7%	2.3%			12.1%	9.1%	11.8%	100.0%		
7	1	2						2	2			2	2				
	1.9%	5.7%						3.1%	4.7%			6.1%	3.6%				
8	3	3					1	4	4			3	3	2			
	5.6%	8.6%					16.7%	6.2%	9.3%			9.1%	5.5%	11.8%			
9	6	1						2					2	3			
	11.1%	2.9%						3.1%					3.6%	17.6%			
10 OR MORE	19	13					3	32	19			14	23	6			
	35.2%	37.1%					50.0%	49.2%	44.2%			42.4%	41.8%	35.3%			
MEAN	8.09	8.49					10.33	9.48	8.72			8.88	8.76	9.71	6.00		
BASE	54	35					6	65	43			33	55	17	1		
MEDIAN	8.50	9.00					30.00	15.00	8.00			8.00	8.00	9.00			
SIGMA	52	31					5	61	42			31	53	17	1		
	96.4%	88.6%					83.4%	93.9%	97.8%			93.9%	96.4%	100.1%	100.0%		

Q.48- SCHOOL PRINCIPAL IS...

	I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																

	Q.30- GRADES...																

	Q.28	Q.29	1-3	4-6	7-8	Q.31	Q.32	Q.33	Q.34	Q.35	Q.36	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42
	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL ANSWERING	56	37				6	69	45				36	56	19	1		
	100.0%	100.0%				100.0%	100.0%	100.0%				100.0%	100.0%	100.0%	100.0%		
RELIGIOUS	36	29				5	51	35				26	37	15			
	64.3%	78.4%				83.3%	73.9%	77.8%				72.2%	66.1%	78.9%			
LAY	20	8				1	18	10				10	19	4	1		
	35.7%	21.6%				16.7%	26.1%	22.2%				27.8%	33.9%	21.1%	100.0%		
SIGMA	56	37				6	69	45				36	56	19	1		
	100.0%	100.0%				100.0%	100.0%	100.0%				100.0%	100.0%	100.0%	100.0%		

Q.49- WHETHER SCHOOL HAS A FULL-TIME
ASSISTANT PRINCIPAL

I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																

Q.30- GRADES...																

Q.28	Q.29	1-3	4-6	7-8	Q.31	Q.32	Q.33	Q.34	Q.35	Q.36	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
TOTAL ANSWERING	56 37					6 69 45					35 56 18 1					
	100.0%100.0%					100.0%100.0%100.0%					100.0%100.0%100.0%100.0%					
YES	8 5					1 9 4					5 7 4 1					
	14.3% 13.5%					16.7% 13.0% 8.9%					14.3% 12.5% 22.2%100.0%					
NO	48 32					5 60 41					30 49 14					
	85.7% 86.5%					83.3% 87.0% 91.1%					85.7% 87.5% 77.8%					
SIGMA	56 37					6 69 45					35 56 18 1					
	100.0%100.0%					100.0%100.0%100.0%					100.0%100.0%100.0%100.0%					

Q.50- WHETHER PARISH HAS PARISH COUNCIL

	I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																

	0.30- GRADES...																
	Q.28	Q.29	1-3	4-6	7-8	Q.31	Q.32	Q.33	Q.34	Q.35	Q.36	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42
	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
TOTAL ANSWERING	56	37					6	69	45			36	56	19	1		
	100.0%	100.0%					100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%		
YES	21	12					2	22	16			11	16	6			
	37.5%	32.4%					33.3%	31.9%	35.6%			30.6%	28.6%	31.6%			
NO	35	25					4	47	29			25	40	13	1		
	62.5%	67.6%					66.7%	68.1%	64.4%			69.4%	71.4%	68.4%	100.0%		
SIGMA	56	37					6	69	45			36	56	19	1		
	100.0%	100.0%					100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%		

0.51- NUMBER OF YEARS SERVED AS CHAIRPERSON

I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																	

0.30- GRADES...																	

0.28	0.29	1-3	4-6	7-8	0.31	0.32	0.33	0.34	0.35	0.36	0.37	0.38	0.39	0.40	0.41	0.42	
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
56	36				6	67	42				34	54	19	1			
100.0%	100.0%				100.0%	100.0%	100.0%				100.0%	100.0%	100.0%	100.0%			
1						2	1				1						
1.8%						3.0%	2.4%				1.9%						
8	9				1	10	7				7	11	3	1			
14.3%	25.0%				16.7%	14.9%	16.7%				20.6%	20.4%	15.8%	100.0%			
23	11				2	25	16				13	18	6				
41.1%	30.6%				33.3%	37.3%	38.1%				38.2%	33.3%	31.6%				
11	7				1	17	8				4	12	5				
19.6%	19.4%				16.7%	25.4%	19.0%				11.8%	22.2%	26.3%				
6	5				2	4	5				6	4	4				
10.7%	13.9%				33.3%	6.0%	11.9%				17.6%	7.4%	21.1%				
2	2					4	2				2	4					
3.6%	5.6%					6.0%	4.8%				5.9%	7.4%					
3						3	3				1	2	1				
5.4%						4.5%	7.1%				2.9%	3.7%	5.3%				
	1					1						1					
	2.8%					1.5%						1.9%					
2	1					1					1	1					
3.6%	2.8%					1.5%					2.9%	1.9%					
3.77	3.69				3.67	3.69	3.64				3.74	3.70	3.74	2.00			
56	36				6	67	42				34	54	19	1			
3.00	3.00				3.50	3.00	3.00				3.00	3.00	4.00				
56	36				6	67	42				34	54	19	1			
100.1%	100.1%				100.0%	100.1%	100.0%				99.9%	100.1%	100.1%	100.0%			

Q.52- LOCATION

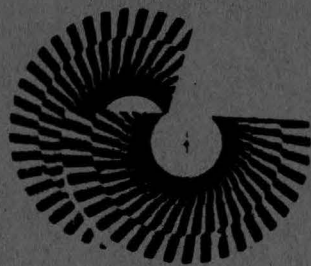
I N S T R U C T I O N N O N - I M P L E M E N T A T I O N																	

Q.30- GRADES...																	

	Q.28	Q.29	1-3	4-6	7-8	Q.31	Q.32	Q.33	Q.34	Q.35	Q.36	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42
	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
TOTAL ANSWERING	56	37					6	69	45			36	56	19	1		
	100.0%	100.0%					100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%		
CHICAGO	23	26					2	42	31			24	26	11			
	41.1%	70.3%					33.3%	60.9%	68.9%			66.7%	46.4%	57.9%			
SUBURBAN	33	11					4	27	14			12	30	8	1		
	58.9%	29.7%					66.7%	39.1%	31.1%			33.3%	53.6%	42.1%	100.0%		
SIGMA	56	37					6	69	45			36	56	19	1		
	100.0%	100.0%					100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%		

APPENDIX C

**School Policies
and
Administrative Regulations
for
Elementary Schools**



Archdiocese of Chicago School Board

155 East Superior Street

Chicago, IL 60611

1975

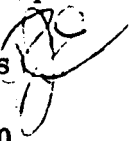


Archdiocese of Chicago Board of Education

Post Office Box 1979 Chicago, Illinois 60690

Telephone: 751-5200

TO: Pastors, Principals and School Board Chairpersons

FROM: Father Ehrens 

DATE: March 4, 1980

SUBJECT: Amended and New Policies

At the meeting of the Board of Education on March 3, 1980 the following amended and new policies were passed. They are to take effect immediately. A supply of these policies will be given to each principal at their next Council meeting for distribution to each teacher in the school.

AMENDED POLICY

2151 Sick Leave

A full time teacher will be entitled to 10 days of sick leave with pay each year for personal illness or incapacity not covered by Workman's Compensation or for any serious illness or incapacity of a member of the teacher's immediate family.

Such days will be granted to the teacher as of the opening day of school each year.

For all illness or incapacity in excess of two weeks the teacher shall submit a doctor's written verification of length and nature of illness or incapacity. The principal, however, may request such verification for illness or incapacity of lesser duration.

Unpaid sick leave will be granted for illness or incapacity which extends beyond the period of accumulated paid sick leave.

Unused sick leave will be accumulated for use as sick days only up to a maximum of 100 days.

Accumulated sick leave is not lost when a teacher transfers from one school to another.

NEW POLICY

2151.1 Bereavement Leave

A full time teacher will be entitled to up to three days of bereavement leave in the event of death of a member of the teacher's immediate family. Such days will be deducted from the teacher's accumulated sick leave.

NEW POLICY**2151.2 Personal Business Leave**

A full time teacher will be entitled to 2 days of personal business leave with pay each year. These days will be part of the 10 days of sick leave.

Personal business is defined as "important personal business which cannot be accomplished outside of regular school hours." Such days will not be taken during the first or last week of the school year nor prior to or immediately after a holiday.

Reasonable notice will be given to the principal prior to the personal business leave.

Personal business leave days may also be used for personal emergencies requiring immediate attention.

AMENDED POLICY**2152 Maternity Incapacity Leave**

Temporary incapacity due to maternity (i.e., the time the teacher is medically unable to perform the responsibilities of the teaching position) will be treated the same as any illness or temporary incapacity. The teacher incapacitated due to maternity will be entitled to sick leave in accordance with Policy 2151.

NEW POLICY**2152.1 Maternity Personal Leave**

When the needs of the school permit, the principal may grant a teacher Maternity Personal Leave, without pay, prior to or after the time she is incapacitated due to maternity.

Prior to the leave, the teacher will make arrangements with the principal regarding the date the leave will begin and the date the teacher expects to return. These arrangements and any amendments to these arrangements shall be set forth in writing.

Such leave shall not exceed one year.

NEW POLICY**2154 Paternity Leave**

Upon sufficient notice to the principal, a male teacher will be entitled to use paid sick leave as Paternity Leave for the purpose of assisting or caring for his wife and newborn child while she is incapacitated due to maternity. Such leave will be granted in accordance with Policy 2151.

NEW POLICY

2154.1 Paternity Personal Leave

When the needs of the school permit, the principal may grant a male teacher Paternity Personal Leave, without pay, in order to spend time with his wife and newborn child before and/or after the time she is incapacitated due to maternity.

Prior to the leave, the teacher will make arrangements with the principal regarding the date the leave will begin and the date the teacher expects to return. These arrangements and any amendments to these arrangements shall be set forth in writing.

Such leave shall not exceed one year.

NEW POLICY

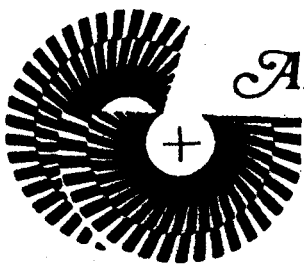
2155 Leave of Absence

When the needs of the school permit, the principal may grant a tenured teacher a leave of absence, without pay, for study, travel or research.

Such leave may be granted only on condition that the tenured teacher intends to return to the school after the leave of absence.

Prior to the leave, the teacher will make arrangements with the principal regarding the date the leave will begin and the date the teacher expects to return. These arrangements and any amendments to these arrangements shall be set forth in writing.

Such leave shall not exceed one year.



Archdiocese of Chicago School Office

P.O. Box 1979 Chicago, Illinois 60690

Telephone: 751-5210

ice of the Vicar for Catholic Education

Reverend Richard J. Ehrens

TO: Pastors
Principals
School Board Chairpersons

FROM: Father Ehrens *RJE*

DATE: April 6, 1979

SUBJECT: School Board Policies

Enclosed are policies that have been recommended by the Archdiocesan School Board and approved for promulgation by Cardinal Cody.

The following policies have been added or revised simply for housekeeping purposes:

1130 Vicar for Catholic Education

1131
(revised)

Appointment and Responsibilities

The Archdiocesan Vicar for Catholic Education shall be appointed by the Archbishop in consultation with the School Board. He shall be the executive officer of the School Board but shall not be a member; he or his designee shall, however, participate in the deliberations of the School Board. The Vicar for Catholic Education shall have the responsibility of implementing School Board policies and he shall have discretionary authority to make administrative decisions consistent with approved Archdiocesan Board policies.

1166
(new)

Salary Schedule for Lay Principals

The salary and fringe benefit program for the local elementary school principals shall conform to the current Archdiocesan Salary Schedule and Fringe Benefit Program.

2141
(revised)

Salary Schedule for Lay Teachers

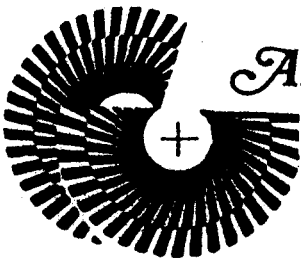
The salary and fringe benefit program of the elementary school shall conform to the current Archdiocesan Salary Schedule and Fringe Benefit Program.

Policies 1161 and 1162 regarding Principals have been revised in the following way:

- 1161 has added letter "a" to highlight the principal's role in developing the faith community.
- 1161 Responsibilities
(revised) The principal is the administrator of the parish school board. In this latter capacity the principal is responsible for implementing school policies which have been established by the parish school board. Additional responsibilities are:
- a. To provide an atmosphere in the school in which the faith community can develop.
 - b. To develop the instructional program in collaboration with the members of the faculty.
 - c. To maintain a continuous program of supervision and evaluation of the instructional program.
 - d. To recruit highly qualified teachers and to provide them with effective leadership.
 - e. To oversee the maintenance of the building so that the health, safety and well-being of the students and teachers are not endangered.
 - f. As executive officer of the parish school board, to prepare the agenda for board meetings with the chairperson of the board.
 - g. To give frequent reports to the pastor and parish school board regarding progress of the school and its pupils.
 - h. To prepare the annual budget for the school and to submit it to the parish school board for its approval.
- 1162 adds the first sentence to stress the importance of the principal's faith commitment.
- 1162 Professional Qualifications of Principals
(revised) Since the principal is in a position of faith as well as academic leadership, all principals should be practicing Catholics. Furthermore, all principals are expected to have a master's degree with at least twenty semester hours of graduate work in professional education with a major emphasis on administration and supervision.

The most sensitive and important of these and the ones needing your support and encouragement are those on "Competency in Religious Education (i.e. #2113.1, 2113.2 and 2113.3). In the weeks and months ahead, as we begin to formulate and inaugurate the programs that will implement these policies, we will depend on your expertise and insight. We must work together if we are to reach our goal. This mutual effort will require patience, trust and a good sense of humor, and most especially, prayer. We ask you to join your prayers with ours that we may in speaking to our students of God and His Kingdom teach them "As Jesus Did".

- 2113.1 Requirement for Competency in Religious Education
(new) All administrators and teachers in the Chicago Catholic school system will be required to participate in an ongoing program approved by the Ordinary designed to provide them with the necessary competencies for fulfilling their ministry as teacher/administrators in a Catholic school.
- 2113.2 Differentiation of Categories of Staff
(new) Recognizing that all teachers and administrators in the Catholic schools are involved in the process of religious education and recognizing further that the extent to which teachers explicitly participate in the process of religious education differs according to their position, the following categories are established:
- I. All teachers in the Catholic schools
 - II. Religion Teachers
 - III. Religion Chairpersons, Principals
- 2113.3 Differentiation of Subject Areas
(new) Adequate professional preparation means that all teachers in the Catholic schools will demonstrate competencies in accordance with the National Catechetical Directory.



Archdiocese of Chicago School Office

P.O. Box 1979 Chicago, Illinois 60690

Telephone: 751-5210

of the Vicar for Catholic Education

Reverend Richard J. Ehrens

TO: Principals
School Board Chairpersons

FROM: Rev. Richard J. Ehrens

DATE: October 23, 1978

SUBJECT: Policy Revisions

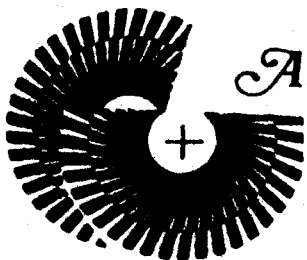
At the October 1978 meeting, the Archdiocesan School Board voted to recommend, and the Cardinal approved, the following policy changes:

1142 Pastor, Membership on Parish School Board

Parish school board decisions will be subject to the approval of the pastor who will be ex officio member of the board. His status will be clearly set forth in the parish school board constitution.

1143 New Pastor (revised) was voided at the same meeting because it is no longer applicable.

(When a new pastor is assigned to a parish, it shall be his prerogative to review the parish school board constitution with regard to the status of the pastor. If he wishes a change in status, he shall make this fact known in writing no later than 6 months after his arrival at the parish.)



Archdiocese of Chicago School Office

P.O. Box 1979 Chicago, Illinois 60690

Telephone: 751-5210

of the Vicar for Catholic Education
Reverend Richard J. Ehrens

TO: Pastors
Principals
School Board Chairpersons

FROM: Rev. Richard J. Ehrens

DATE: August 7, 1978

SUBJECT: Policy Revisions

The policies listed below have been approved by the Cardinal and should be implemented as soon as possible. These policies were reviewed by the School Board through the months of November 1977 - February 1978.

CHAPTER ONE: ORGANIZATION

Policy

Title

1143

Pastor

(revised)

When a new pastor is assigned to a parish, it shall be his prerogative to review the parish school board constitution with regard to the status of the pastor. If he wishes a change in status, he shall make this fact known in writing no later than 6 months after his arrival at the parish.

1154

Membership (revised)

The board shall be a representative body, as defined by its Constitution. The pastor or administrator, *ex officio*, shall be a member of the board. the principal shall be the executive officer of the board and have no vote.

1154.1

Eligibility

(new policy)

In accordance with the essential elements of fair play and justice, no employee of the school or parent, child, spouse or sibling of any employee of the school, is eligible for board membership.

1154.2

Paid Professionals

(new policy)

The eligibility of persons working as paid professionals in the field of elementary and secondary education shall be left to the discretion of local school boards.

P R E F A C E

"The Church's involvement in the field of education is demonstrated especially by the Catholic school. No less than other schools does the Catholic school pursue cultural goals and the natural development of youth. But it has several distinctive purposes.

It aims to create for the school community an atmosphere enlivened by the gospel spirit of freedom and charity.

It aims to help the adolescent in such a way that the development of his own personality will be matched by the growth of that new creation which he became by baptism.

It strives to relate all human culture eventually to the news of salvation, so that the light of faith will illumine the knowledge which students gradually gain of the world, of life and of mankind.

"So it is that while the Catholic school fittingly adjusts itself to the circumstances of advancing times,

it is educating its students to promote effectively the welfare of the earthly city,

and

Preparing them to serve the advancement of the reign of God.

"The purpose in view is that by living an exemplary and apostolic life, the Catholic graduate can become, as it were, the saving leaven of the human family. "

(Decree on Christian Education,
Vatican Council II, 1965)

ELEMENTARY SCHOOL POLICIES

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CHAPTER ONE:

ORGANIZATION

Series 1000

1110 Ordinary of the Archdiocese

1111 The Most Reverend Archbishop

Full responsibility for the educational apostolate in the Archdiocese belongs ex officio to The Most Reverend Archbishop. He associates others with himself in this work by appointing agencies and individuals to assist him.

1120 The Archdiocesan School Board

1121 Purpose and Functions

The School Board is established by the Archbishop for the purpose of formulating educational policies for the schools under the jurisdiction of the Ordinary.

1121.1 School Closings RESCINDED June 23, 1975

It shall be the authority and responsibility of the Archdiocesan School Board to review any requests for school closings or consolidations and submit its recommendations to the Archbishop.

1130 Superintendent of Schools

1131 Appointment and Responsibilities

The Archdiocesan Superintendent of Schools shall be appointed by the Archbishop in consultation with the School Board. He shall be the executive officer of the School Board but shall not be a member; he or his designee shall, however, participate in the deliberations of the School Board. The Superintendent shall have the responsibility of implementing School Board policies and he shall have discretionary authority to make administrative decisions consistent with approved Archdiocesan Board policies.

1131.1 Functions

In order to facilitate the professional execution of his responsibilities, the Superintendent of Schools for the Archdiocese of Chicago shall have the authority to organize the Office of the Superintendent to include the following functions: instruction, personnel, students affairs, communications, and administration.

1140 Pastor

1141 Responsibilities

By virtue of his office the pastor is responsible for those matters within the school which affect worship, the ministry of the Word, and the spiritual welfare of the students. It is his duty to see that the teachings of the Church are clearly and accurately presented. In such matters he is responsible to the Archbishop and, consequently, is subject to the general policies of the Archdiocese and the particular policies of the Archdiocesan School Board which have had the approval of the Archbishop.

1141.1 Religious Education

All policies of the parish school board concerning religious education are subject to the pastor's approval. All faculty assignments are subject to the pastor's confirmation insofar as they affect his above-mentioned responsibility.

1141.2 Administrative Responsibility

The pastor's administrative responsibility for the school includes those matters which are not included within the authority of the parish school board by reason of its constitution or within the professional competency of the principal.

1142 Membership on Parish School Board

The pastor shall be ex officio member of the parish school board. He shall have the option of being a voting or nonvoting member and of having or not having veto power over the Board's decision, without prejudice to Canon Law and Archdiocesan policy. Therefore, he must have veto power of the board's decisions in the field of religious education. The pastor's voting status should be clearly set forth in the parish school board's constitution.

1143 New Pastor

When a new pastor is assigned to a parish, it shall be his prerogative to review the parish school board constitution with regard to the status of the pastor. If he wishes a change in status, he shall make this request in writing no later than ninety (90) days after his arrival at the parish.

1150 Local School Board

1151 Establishment of Board

Every elementary school will have a policy-making board.

1152

Constitution

The authority of the parish school board shall be determined by the provisions of a Constitution mutually agreed upon by all interested parties in the parish.

1153

Responsibilities

The policies of the Archdiocesan School Board shall be policies of the local school board. The parish school board shall develop such additional policies as are necessary to govern the operation of the school. Such additional policies shall be filed with the Archdiocesan School Board and with the Office of the Superintendent of Schools.

1153.1

School Budget

It shall also be the responsibility of the parish school board to review and revise, where necessary, the annual budget prepared by the principal. Final approval of this school budget resides with the board after consultation with the parish Council Finance Committee and/or the pastor. Furthermore, the board shares responsibility with the pastor for obtaining funds necessary for operating the parish school. This responsibility includes the preparation and presentation of the request for an allotment of parish funds, the establishment of tuition rates and whatever fund raising activities are necessary to balance the school budget, provided these activities are approved by the pastor.

1154

Membership

The board shall be a representative body, as defined by its Constitution. The pastor or administrator, ex officio, shall be a member of the board. The principal shall be the executive officer of the board and have no vote. No other full-time employee of the school is eligible for membership.

1155

Meetings

All regular meetings of the local school board shall be open meetings.

1156

Relationship to Principal

The parish school board is responsible for the employment of the school principal, subject to the provisions of other applicable policies. The principal is responsible for implementation of the policies adopted by the board.

1157

Relationship to Faculty

The local school board relates to the faculty through the principal.

1158

Due Process

In matters of dispute between the local school board and the pastor, the principal and/or employees of the school, the aggrieved party may appeal to the Office of Conciliation and Arbitration of the Archdiocese.

1160 Principal

1161 Responsibilities

The principal is the administrator of the parish school and executive officer of the parish school board. In this latter capacity the principal is responsible for implementing school policies which have been established by the parish school board. Additional responsibilities are:

- (a) To develop the instructional program in collaboration with the members of the faculty.
- (b) To maintain a continuous program of supervision and evaluation of the instructional program.
- (c) To recruit highly qualified teachers and to provide them with effective leadership.
- (d) To oversee the maintenance of the building so that the health, safety and well-being of the students and teachers are not endangered.
- (e) As executive officer of the parish school board, to prepare the agenda for board meetings with the chairman of the board.
- (f) To give frequent reports to the pastor and parish school board regarding the progress of the school and its pupils.
- (g) To prepare the annual budget for the school and to submit it to the parish school board for its approval.

1162 Professional Qualifications of Principals

All principals assigned to the Archdiocese of Chicago are expected to have a Master's degree with at least twenty semester hours of graduate work in professional education with a major emphasis on administration and supervision.

1163 Approval of Principal

All principals, religious or lay, must have prior approval of the Archdiocesan School Office before being appointed to a school by a religious community or being employed by the parish school board.

1164 Appointment of Principal

The local school board shall be responsible for employing the school principal (or accepting the assignment of a Sister), subject to the approval of the pastor insofar as the selection of the principal affects the spiritual welfare of the students.

1164.1

Term of Office

The term of office for the principal should be clearly set forth in a written agreement between the principal and the local school board. The agreement should not exceed five years but it may be renewed. Whenever an agreement will not be renewed by either party, notice should be given by March 1, and the reasons therefore must be stated in writing. The Archdiocesan School Office should be informed of the decision and should receive a copy of the document which sets forth the reason(s) for not renewing the agreement.

1164.2

Dismissal of Principal

The principal may not be dismissed except by written notice which sets forth the specific reasons for dismissal. Such notice must be given no later than 30 days prior to dismissal. During this 30 day period, a formal evaluation of the school and principal must be requested from the Archdiocesan School Board Office.

A principal may be suspended with pay from all responsibilities during these 30 days until a formal evaluation has been completed if, in the opinion of the local school board, such suspension is in the best interest of the school and if the cause for suspension can be clearly shown.

1164.3

Due Process

A principal may always appeal the decision to dismiss or suspend to the Office of Conciliation and Arbitration. If the action of the local school board is not upheld by that office, the principal shall be reinstated without loss of salary or benefits.

1165

Principals: Full-Time, Part-Time

Schools with eight or more teaching stations must have a full-time principal who is free of classroom responsibilities. Schools with less than eight teaching stations are to have a principal who is free half time to take care of administrative and supervisory duties.

CHAPTER TWO:

PERSONNEL

Series 2000

2110 Permanent Personnel

2111 Recruitment and Selection

The Archdiocesan School Office will assist local schools in recruiting teachers but the selection remains the responsibility of each school.

2112 Appointment of Teachers

Every lay teacher must have prior approval of the Teacher Personnel Department before being employed in a parochial school, whether he is a beginning teacher or one who is transferring from another school.

The prospective teacher will always have a letter of introduction which will indicate that he has been approved for employment and which will also specify the salary to which he is entitled. In no instance should a school agree to employ a teacher without this letter of approval.

2112.1 Lay Teacher Contract

It is required that the parish school enter into formal contract with each of its full time lay teachers. Negotiations for the renewal of individual contracts should begin no later than March 1 and be finalized no later than May 1.

2112.2 Fair Employment Policy

Teachers shall be appointed to schools without regard to race, color, sex or national origin.

2112.3 Religious Standards

Because the distinctive and unique purpose of the Catholic school is to create a Christian educational community - one enlivened by a faith that is shared among teachers and students - it is expected that teachers employed in the Archdiocesan elementary schools will be Catholics who have a knowledge of and commitment to the Catholic faith and to Christian living.

At the same time it is recognized that teachers of other faiths, who themselves are committed to the religious education of youth, can make exemplary contributions to the spirit of the Christian educational community.

2113

Professional Requirements

All newly assigned teachers, religious and lay, are required to have a bachelor's degree with a minor in elementary education which includes a course in student teaching. These professional standards are not to be so rigidly enforced that the schools will lose the services of currently employed teachers whose work is outstanding. Any request for an exception to these standards in behalf of currently employed teachers is to be directed to the Teacher Personnel Department.

2113.1

Theology Requirement

Teachers who have graduated from a non-Catholic college must take two courses in theology or catechetics within two years of the date of their initial employment in the Archdiocese of Chicago. They must also take a course in the philosophy of education at a Catholic university or a third theology. Failure to fulfill this requirement within two years renders the teacher ineligible for further salary increases and for tenure.

2114

Health Examination of Personnel

All personnel new to the school, including priests teaching in the school, bus drivers, janitors, etc., must submit evidence of freedom from communicable disease, including tuberculosis. Such evidence may not be dated more than 90 days preceding employment.

2115

Assignment and Transfer

All teachers receive their assignment from the principal in accord with policy #1141.1.

2116

Responsibilities and Duties

"Let teachers recognize that the Catholic school depends upon them almost entirely for the accomplishment of its goals and programs.

They should, therefore, be very carefully prepared so that both in secular and religious knowledge they are equipped with suitable qualifications and also with a pedagogical skill that is in keeping with the findings of the contemporary world.

Intimately linked in charity to one another and to their students and endowed with an apostolic spirit, may teachers by their life as much as by their instruction, bear witness to Christ the unique Teacher.

Let them work as partners with parents, and together with them in every phase of education, give due consideration to the difference of sex and the proper ends Divine Providence assigns to each sex in the family and in society.

2116 Let them do all they can to stimulate their students to act
cont. for themselves and even after graduation to continue to
assist them with advice, friendship and by establishing
special associations imbued with the true spirit of the
Church. "

(Decree on Christian Education, Vatican Council II, 1965)

2116.1 Parent-Teacher Conferences

The teacher is required to meet with each pupil's parents at least twice a year for the purpose of discussing constructively the child's rate of progress in school and other matters of mutual concern.

2117 Probation and Evaluation

All teachers are probationary teachers until they have received tenure. The school shall maintain a systematic program of evaluation for such teachers.

2118 Tenure

After three years of satisfactory work in a parochial school of the Archdiocese of Chicago, a lay teacher will acquire tenure in that school and may not be dismissed except by written notice which sets forth the specific reasons for dismissal. Such notice must be given thirty days before dismissal, during which time the teacher may request a hearing before the Archdiocesan School Board. In the meantime, the teacher may be suspended if, in the opinion of the principal and the pastor, such a move is in the best interest of the school. But if the action of the principal and pastor is not upheld, the teacher shall not suffer any loss of salary by reason of his suspension.

A tenured teacher may be dismissed when in the judgment of the principal the teacher is no longer fulfilling his responsibility in a professional manner. Dismissal may take place in cases of demonstrated incompetence or negligence or for demonstrable unprofessional conduct. Tenure is contingent on evidence of adequate physical health and of continued professional growth.

If the dismissal of a tenured teacher results from the decision of the employer to decrease the number of teachers employed by the school or to discontinue one particular type of teaching service, written notice shall be given the teacher at least thirty days before the end of the school term, together with the statement of honorable dismissal and the reason therefore. In all such cases the employer shall first remove or dismiss all teachers who have not yet earned tenure before such employer shall remove or dismiss any tenure status teacher, who is qualified to hold a position currently held by a non-tenure teacher.

2118
cont.

If the position which the teacher has filled no longer exists because of a declining enrollment, dropping of a grade, or the acquisition of additional religious personnel, the teacher will be referred to a vacancy in another school and will maintain tenure in that new school.

If a teacher who is on tenure transfers to another school, he will acquire tenure in the other school after one year of satisfactory service.

Tenure shall not be interpreted to restrict the power of the employer to transfer a teacher to a position which the teacher is qualified to fill in that school.

The years in a school prior to the attainment of the Bachelor's Degree will be counted toward tenure upon attainment of the Bachelor's Degree. Any teacher after five years of service in a school without a Bachelor's Degree, but with an outstanding rating by the principal, shall be granted tenure.

Tenure will cease for all teachers at age sixty-five.

2119

Separation and Retirement

A probationary teacher shall be given prior notice whenever possible of any dissatisfaction with his/her work or conduct. Whenever such dissatisfaction results in dismissal, the school shall set forth in writing, at the request of the teacher, the reasons for dissatisfaction and dismissal.

Dismissal of tenured teachers shall be governed by policy #2118.

2119.1

Retirement

Retirement policies and procedures are those established for all lay employees of the Archdiocese of Chicago.

2120

Temporary and Part-time Personnel

2121

Substitute Teachers

Whenever a regular teacher is absent, the principal will take whatever steps are necessary to assure the continuity of the instructional program. The principal will attempt to secure the services of a teacher or a para-professional who is familiar with the pupils, the school, and the instructional program. In the event of a prolonged absence more permanent arrangements will have to be made.

2130 Activities

2131 Professional Growth

When a change in curricular programs involves a significant change in teaching style and materials it is mandatory that teachers participate in workshops for the program prior to implementation. If a teacher is added to the faculty after the implementation has begun that teacher must participate in either a pre-service or in-service workshop for the new program.

2132 Organizations and Unions

It is the policy of the Archdiocesan School Board that all teachers can and should receive fair treatment, good salaries and good working conditions, and that these provisions are to be incorporated into a contract with the individual teacher. If the majority of teachers in a given school wish these provisions to be incorporated into a collective rather than in an individual contract, appropriate steps should be taken to comply with this request.

All parochial schools shall recognize and bargain in good faith with any labor organization which represents a majority of teachers, religious and lay, in a particular elementary school and will be willing to incorporate into a signed contract whatever agreement is reached through collective bargaining.

2140 Compensation and Related Benefits

2141 Salary Schedule for Lay Teachers

For the purpose of uniformity and in order to facilitate the recruitment of teachers, all religious and lay teachers will be compensated in accordance with the salary and stipend schedule established and promulgated by the Archdiocesan School Board.

2141.1 Sisters' Stipend

The stipend for full time sisters shall be that amount which is established by the Archdiocesan School Board.

2141.2 Substitute Teachers' Salary

The recommended salary for substitute teachers is \$20.00 or \$25.00 per day to be paid from the school account.

2142 Hospitalization

All full time lay teachers are enrolled in the Archdiocesan Blue Cross-Blue Shield Plan. Sisters are not included in the Archdiocesan Blue Cross-Blue Shield Plan.

2143

Pension Plan

All lay employees of the Archdiocese are covered by a non-contributory pension program. The cost will be borne entirely by the parishes and the Archdiocese.

2150

Absences, Leaves, Vacations

2151

Sick Leave

All full time teachers, religious and lay, may have ten days of sick leave with pay each year for personal illness or for any critical illness, death, or funeral of a member of the teacher's immediate family (mother, father, spouse, children, brother, sister, grandparents, or any other relative living in the same household). Two of these days may be used for personal business provided such business cannot be taken care of outside of the school day. A teacher should give reasonable notice to the principal that he has need to be absent for personal business. Such days may not be taken the first or last week of the school year nor prior to or immediately after a holiday.

For absence other than the above mentioned, deductions may be made from the teacher's salary at the rate of 1/22 of his monthly salary for each day of unexcused absence.

The unused portion of sick leave may accumulate from one year to the next up to a maximum of 100 days. The accumulated sick leave is not lost when a teacher transfers from one school to another. All teachers shall count their accumulated sick leave from 1966.

2152

Maternity Leave

A teacher who is expecting a child shall be placed on maternity leave by the school when in the judgment of the principal she is unable to carry out her regular teaching duties or if her condition is such that for her to continue to teach would be physically unsafe. The school may request a physician's approval for each month of employment after the sixth month of pregnancy. Tenure will not be forfeited because of discontinuance of service due to pregnancy.

2153

Jury Duty

A teacher will suffer no loss of salary as a result of jury duty. It is recommended that the teacher be paid his regular salary and then endorse his jury duty check over to the school. Or, the amount of the jury duty check can be subtracted from the regular salary and the difference paid.

Series 3000

3110 Admission and Attendance3111 Attendance

Every Catholic child, whether his parents are Catholic or not, has a right to attend his parish school. Neither race, national origin nor the ability of the family to pay tuition is to prevent a child from being accepted in the school. As a general policy any child accepted in September should be retained for the school year.

The Archdiocese of Chicago School Board is firmly committed to high quality integrated education. Integration remains a priority objective of the school in order to prepare children to live, work and develop in a nation and world which are multi-racial. Furthermore, since the parochial schools of the Archdiocese are an integral part of the larger society of metropolitan Chicago, and since de facto segregation weakens the fabric of society, the parochial schools will make their proper contribution toward eliminating a dual system of schools based on racial differences.

3112 Age of Admission

In a traditionally graded school, a child entering first grade must be six years of age (kindergarten - five years) on or before December 1 of that year.

In a non-graded school, a multi unit school or a similarly structured school, the local school board should establish its own policy regarding the age of admission.

3112.1 Underage Admission

A principal may accept into kindergarten a child who will be five years of age, or into first grade a child who will be six years of age, after December first of that year if the child is considered above average in most of the following areas: physical development, language ability, manipulative and readiness skills, and social and emotional behavior. In doubtful cases an individual psychological examination should indicate that the child is sufficiently mature to begin work at the respective grade level.

Underage children who meet the policy requirements are to be accepted on a space available basis, i. e. children born before December first have a prior right to be admitted.

3112.1 Any child, even though underage, who has completed a bonafide kindergarten program should be accepted into first grade without further screening or testing.

3112.2 Admission Records

For the admission of a kindergarten or a first grade child parents should present (1) the child's Birth Certificate or some legal verification of the child's birth (2) the Baptismal Record (3) a Health Certificate.

For admission of older children parents should present the proper transfer or some appropriate notification from the school previously attended.

Under no circumstances may a school accept a pupil from another school without receiving a proper transfer or some other appropriate notification from the sending school.

3113 Absence

The State of Illinois provides by law for compulsory attendance by all children between the ages of seven and sixteen years.

The responsibility for compliance with this law belongs to the parents but the school is obliged to keep an accurate record of daily attendance. This record is to be placed in the pupil's folder at the end of the school year and to be kept on file indefinitely.

3113.1 Truancy

If a pupil is absent without an excuse, or if the school has reason to suspect the validity of the excuse, the principal should investigate the situation and apply appropriate remedies. The principal may wish to visit the home in order to counsel the parents. In some cases referral to a guidance clinic may be helpful. If all efforts to persuade the child to return to school are fruitless, the case should be referred to the truant officer assigned to the local public school. If a truant officer is not available, the principal may contact the Archdiocesan School Board office.

3113.2 Excused Absence

Parents may wish to take their children out of school for several days because of family vacation plans. When this request is made the principal and teacher should discuss the child's progress with his parents and advise them of the effect such an absence will have on the pupil's school work. The principal would be well advised to keep a record of the recommendation made to the parents at the time the request was submitted. The final decision, however, is the responsibility of the parents.

3114 Early Dismissal

The principal may grant early dismissal to a pupil provided the request is made in writing by the parents. This written request should be kept in the child's folder. These requests will usually be made for medical and dental appointments, but requests for other reasons should also be honored.

Expulsion and Suspension

The expulsion of a child from a Catholic school is such a serious punishment that it should be invoked rarely and then only as a last resort. The fact that a child presents serious problems to a school is not in itself sufficient reason for expelling him. The principal should use every means available to discover the cause of the problem and should exhaust all appropriate remedies such as a referral to a guidance clinic, physician, or the parish priest. The best environment for a child with a behavior problem is the Christian atmosphere of a Catholic school.

Nevertheless, there may be situations which demand removal of a student from the school. In general, such situations can be reduced to two:

(1) Delinquency and immorality which warrant commitment to a correctional institution or which constitute a definite menace to other pupils. (2) Chronic and incorrigible misbehavior which undermines classroom discipline and impedes the academic progress of the entire class. It is inconceivable that expulsion will be the first punishment invoked against a pupil. His record will show that many and serious conferences have been held with his parents to discuss the child's problems. The record will also show that at one time or another he has been on probation or has been suspended so that he is fully aware of the consequence of subsequent misdemeanors.

Expulsion and Suspension Procedure

When all other means have failed and expulsion is being considered, the following procedures are to be followed.

- (a) The pupil is to be suspended for a period not to exceed one week.
- (b) The parents of the pupil are to be granted a conference with the pastor, the principal and the discipline committee, if there is one, in the hope that a solution to the problem will be found which will forestall the necessity of expulsion.
- (c) The pastor, the principal and the discipline committee, if there is one, make the final decision and communicate it to the parents.
- (d) Normally when a student is expelled from a Catholic school, that school makes arrangements for the further education of that student in another Catholic school except where special educational and remedial programs which are not offered in a Catholic school are necessary. The Superintendent's Office, if requested, will assist in issuing a transfer to another Catholic school.

Transfer to Another School

When a student transfers to another elementary school, the following records are sent to the receiving school: (1) the cumulative folder (2) the health record (3) the reading record.

3116 When a student transfers to another school, the principal must fill out
cont. the Archdiocesan school transfer form. The first copy of the transfer is given to the pupil's parents. The second copy is to be retained until the receiving school requests the child's records. It is then forwarded directly to the receiving school together with the cumulative folder (Refer to 3126, Paragraph 3), management cards, reading records, health records, etc. The third copy is retained permanently in the school files. It is the only record the school will have of the child's attendance. (A school may, if it wishes, keep a copy of the entire folder).

3120 Pupil Progress

3121 Evaluation of Pupil Progress

Schools must utilize a variety of means of pupil evaluation. No single method can present an adequate profile of strengths, limitations, and potential of an individual.

Evaluation is an important component of the educational program. It influences motivation and thereby affects learning patterns and instructional programs. Both "what" is evaluated as well as "how" the content is evaluated determines to a large extent the educational design of the school.

Among possible evaluation techniques are: direct observation, interviews with pupils, questionnaires, teacher-made tests, pupils' self evaluation, peer evaluation and other methods.

3122 Standardized Tests

Standardized tests have to be used with discretion in the evaluation of a learner. At no time should students be "grouped" or "tracked" on the basis of one standardized test score. The results of group tests have a high degree of reliability for groups, but much lower for individuals. Information from these tests can be used as indicators and only in conjunction with other data when dealing with an individual. Interpretation of results of standardized tests should be interpreted as relative rather than diagnostic.

3123 Grading and Reporting

Grading, though undesirable, is the most widely used means of reporting evaluations of students. An overemphasis on grades can cause students to focus their energy on achieving grades rather than on real learning.

Grading, if used, must facilitate the educational development of students. In order to achieve this purpose, students have to understand clearly the meaning of their grades. Grades given in isolation from conferences with students and parents are strongly discouraged. If grades are given, teachers should have specific data from a number of evaluation procedures that will enable parents and students to interpret the grade intelligibly.

3123.1

Written Reports

A written report depicting the child's academic and social progress should be sent to parents or legal guardians at least four times a year. In preparing these reports teachers should be guided by the evaluation techniques mentioned in policy #3121.

3123.2

Parent-Teacher Conferences

The teacher is required to meet with each pupil's parents at least twice a year for the purpose of discussing constructively the child's rate of progress in school and other matters of mutual concern. Such conferences should be scheduled at a time convenient for parents.

3124

Promotion and Retention

Seldom if ever should a pupil be retained in the same grade for a second year. The teacher must demonstrate that repetition of the grade by a particular child will be profitable to that child because of particular circumstances. Should a teacher feel that retention of a child will be beneficial to the child, she should meet with the parents several times during the course of the year and discuss with them the child's attitude and academic progress.

This policy is based on current research which gives clear evidence that children who repeat a grade generally do no better the second year and that children who are advanced learn more by the end of the following year than they would have learned if they had repeated the grade.

3125

Acceleration

Acceleration may be cautiously granted at the discretion of the teacher and the principal and with the approval of parents. The child's social and emotional maturity should be seriously evaluated whenever double promotion is considered.

3126

Student Records

Teachers are required to keep a full and accurate record of each child's attendance and academic progress. The official forms for these records are supplied by the Archdiocesan School Office. These records are to be kept indefinitely in the child's cumulative folder.

Culumative folders will also contain correspondence between the school and the pupil's parents, any record of accidents occurring during school time, psychologist reports, and health records.

When a pupil transfers, his folder should be forwarded to the new school. However, psychologists' reports and/or other Strictly Confidential materials may be forwarded only with the written consent of the parent. (Schools may retain the cumulative folder if they foresee that the pupil will return to their school.)

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- 3126. 1** Release of School Records
School records contain confidential data and are not to be released to unauthorized persons.

Requests from attorneys for a pupil's attendance or academic records may be granted provided (a) the attorney makes the request in writing and appends thereto the docket number of the pertinent case, and (b) a duplicate copy of the records is sent to the pupil's parents.

A principal, upon her own initiative and upon proper identification of the individual making the request, may release information to official case working agencies, e.g., the FBI, Family Court, various branches of the police department and sheriff's office, the Institute of Juvenile Research, the Federal, State and Municipal Courts, etc.

- 3126. 2** Release of Names and Addresses of Pupils
Names and addresses of pupils and their parents are not to be released to any unauthorized person or agency, especially to salesmen and commercial enterprises.

3130 Activities and Conduct

- 3131** Attire
Students are expected to be attired while in school in a manner consistent with accepted community standards of good taste and decency.

- 3132** Student Parties
The responsibility of mixed parties outside of school hours belongs to the pupil's parents. The school may do all in its power to acquaint parents with the problems, academic and moral, that accompany this type of recreation, but it is not within the authority of the school to forbid such activities.

3140 Health, Safety, Welfare

- 3141** Physical Examinations and Immunization
Physical examinations as prescribed by the Department of Public Health are required of all pupils immediately prior to or upon their entrance into kindergarten or the first grade, and upon entrance into the fifth and ninth grades and, irrespective of grade, immediately prior to entrance into school if such pupil has not previously been examined according to Illinois law. In addition, prior to entering kindergarten or first grade, every pupil shall be immunized against measles, smallpox, tetanus, diphtheria, poliomyelitis and pertussis. (Illinois School Code, Section 27-8).

3141.1 Illness at School

When a pupil becomes ill or is the victim of an accident, the principal should contact the parent or guardian immediately. If the parent or guardian cannot be reached the principal should call the police and put the matter in their hands.

3141.2 Communicable Disease

The principal shall notify the Board of Health when a child is sent home because of suspected communicable disease. In case of absence due to communicable diseases, a release card from the Board of Health or a letter from the family physician indicating that the Board of Health regulations have been filled must be presented when the child returns to school.

3141.3 Accidents at School

Each school should have information on file and quickly available listing the parent's address, telephone at home and at work, and information about one or two other persons who have agreed to assume responsibility when the parents are not available.

3142 Safety

The principal shall be responsible for adequate supervision of children during the entire time they are on school premises; all members of the faculty share this responsibility with the principal.

3142.1 Emergency Procedures

The principal's responsibility is to see that all school personnel know exactly what to do in an emergency. Emergency procedures should be briefly and clearly written out and posted in a conspicuous place. There should also be written instructions and appropriate phone numbers for the police department and the fire department.

3142.2 Fire Drills

Every two weeks in September and October and once a month thereafter the principal is obliged to conduct a fire drill according to the procedures contained in the Regulations for Fire Protection. An exact record of the date of the drills and the amount of time needed to evacuate the building must be kept on the official Archdiocesan form.

The principal of the school is obliged to comply exactly with the regulations for fire protection, a copy of which should be in the school file. Some of the duties contained in these regulations may be delegated to another member of the faculty but the principal is ultimately responsible.

3142.3 Disaster Procedures and Civil Defense

It is the principal's responsibility to develop a comprehensive plan for civil defense for use in the event of tornadoes and other disasters. This plan should include:

3142.3
cont.

(a) a warning system different from the fire alarm (e. g. distinct ringing of school bell, announcement over public address system, etc.)

(b) the designation of places to which the children will be taken.

(c) the supervision of practice drills at frequent but irregular intervals.

3142.4

Bomb Threats

If a telephoned or written bomb threat is received by a school, the police department should be notified immediately. This is a police matter. Accept the decision of the police authorities concerning the course of action to be taken.

3142.5

Tornado Warnings

If a tornado warning is in effect in the locality of a school pupils should be taken to a safe place. A basement area will provide the best protection. If the building is of reinforced construction, keep the pupils inside, but away from windows, and preferably in an interior hallway on the lowest floor.

Areas such as auditoriums and gymnasiums with large poorly supported roofs are extremely dangerous.

Children should not be sent home during a tornado warning.

3142.6

Traffic Safety

Before the opening of the school year the principal should arrange with local police officials for the protection of children who cross traffic intersections on their way to and from school.

Local police officials should be given a copy of the school calendar and should be informed in advance about any changes in the schedule.

Safety patrol members, trained and supervised by a competent teacher, should be used to supplement the services of patrolmen and crossing guards. The Chicago Motor Club materials for school patrols are highly recommended.

3142.7

Release of Pupils From School

Extraordinary care should be taken in regard to early dismissal. Parents presume their child is under the care of the school during school hours. Consequently a child should never be released early without the explicit knowledge of his parents. This means that children may not be sent home for assignments, books, or for disciplinary reasons.

3142.7
cont.

Children should not be detained unduly after school without the knowledge of parents or without permission being reasonably presumed nor should they be detained so as to interfere with bus or transportation schedules.

Under no circumstances may a child be released to anyone other than the parents or guardian as listed on the child's attendance record.

3143

Student Accident Insurance

It is recommended that parents take out a student accident insurance policy. Catholic school authorities should encourage this practice.

When a school sponsors a student accident insurance plan, it must make certain that the parents of every pupil in the school declare in writing that they either do or do not want their child or children to be covered by the insurance. No exceptions to this rule are to be permitted. This rule must be observed regardless of the particular agency or broker with which the school deals. Violations of this regulation can lead to very serious consequences.

All arrangements for student insurance should be completed during the first ten days of the school term.

It is an Archdiocesan rule that any insurance company, broker, or agency which sells student accident insurance with the help of a Catholic school must (1) assume full responsibility for collecting the premiums which the pupils must bring to their classroom teachers in sealed envelopes signed by the pupil's parents; (2) send by mail directly to the parents a receipt indicating that the premium has been paid; (3) retain in the company files a list of all pupils which will indicate whether their parents have or have not taken out the insurance made available to them with the help of the Catholic school.

Catholic school authorities are forbidden to collect premiums other than in the manner described in the previous regulation. Catholic school authorities must not assume responsibility for doing the work of an insurance agency by becoming premium collectors. At most, Catholic school authorities may serve as agents to transmit premiums paid by parents directly to the insurance companies or their agents.

3144

Discipline

In guiding the child's growth in habits of virtue and in Christian attitudes, it is well to emphasize the positive rather than the negative. The essence of Christian discipline is self discipline. The child must be free to choose one form of behavior over another and to take upon himself the consequences of that chosen behavior. Order and discipline are an outgrowth of good teaching.

Nevertheless, inevitable thoughtlessness on the part of the pupil will arise and may have to be curbed by appropriate measures. Whatever punishment is given must be deserved and fit the offense. Corporal punishment is never to be used.

Series 4000

4110 Goals of the Instructional Program4111 Purpose of Catholic Education

The distinctive purpose of Catholic schools is to create a Christian educational community where human culture and knowledge enlightened and enlivened by faith is shared among teachers and students in a spirit of freedom and love.

4112 Goals and Objectives

To achieve the purpose of Catholic education the school organizes its curriculum, its staff, and its physical facilities

- to enable students to acquire basic skills, especially in the art of communication, in quantitative thinking and in the sciences
- to help each student develop the power to think constructively, to solve problems, to reason independently, and to accept responsibility for self-evaluation and continuing self-instruction
- to see that each student has access to man's accumulated culture and knowledge
- to provide experiences through which each student can contribute to the evolution of human knowledge
- to provide experiences through which each student can develop a sense of wonder and an appreciation of beauty
- to help each student to develop and preserve physical and mental health, and to deal constructively with the psychological tensions inherent in change and adaptation
- to provide all students with opportunities to develop moral and spiritual values, ethical standards of conduct, and basic integrity
- to assist students in acquiring a sense of responsibility for the community in which they live and the world community
- to assist each student in his efforts to make a place for himself in the neighborhood community and in the larger society
- to make known to each student the person and message of Christ
- to assist the students in developing an understanding of the Church of Christ
- to help students develop a spirit of prayer and worship
- to develop in all students a respect for the rights of others as individuals and as groups
- to provide for all students educational opportunities and experiences which emphasize the heritage, the responsibilities and the privileges of American citizenship

4120 Curriculum

4121 Curriculum Department

By direction from the Archdiocesan School Board, the Superintendent of Schools creates a Curriculum Department having a Director and Consultants. This Department is charged by the Superintendent with these responsibilities:

1. To provide the leadership necessary to help elementary schools fulfill the goals and purposes of Archdiocesan schools.
2. To provide the curricular leadership needed to challenge elementary schools to become innovative and grow in educational excellence.
3. To provide curricular service for professional educators and para-professionals.

4122 Curriculum Design

The instructional program of the Archdiocese of Chicago follows a pattern that is best described as evolving. By this is meant that through the various committees of the curriculum department each area of the instructional program is constantly monitored and improved.

The basic program for our schools is contained in the objectives established for each subject discipline. Interdisciplinary committees on a three year cycle review and refine the objectives list. Objectives lists are available from the Superintendent's office.

4122.1 Experimental Programs

All experimental instructional programs should be initiated with the knowledge and approval of the Archdiocesan curriculum department. These programs include all pilot programs in subject fields, all total redesigns of the instructional program, all major materials developments.

4123 Priorities in Learning

The required academic areas for the elementary schools are: religion, communication arts (speaking, listening, reading, writing), mathematics, social studies, science, fine arts (music, art), and physical education.

4123.1 Organic Curriculum

The content and the process of learning should be consistent with the way modern man experiences reality. For this reason, the school should as a matter of practice explore the interrelatedness of all subject disciplines forming alliances across subject field lines whenever and wherever possible. It should develop instructional plans, materials, and the whole physical environment of the school in such a way that the belief in the

4123.1 integration of all learning is manifest in the program that children
cont. experience. Schools should reflect the belief that children learn in
different ways and at different times. Most especially, the religious
dimension of Catholic Education should be witnessed to in every aspect
of the instructional program. "Sacred" and "secular" are not two separate
areas of reality, but two different ways of looking at the same reality.

4123.2 Religious Education

The religion course must present the central doctrines of the Catholic
faith clearly and accurately.

It is the task of the principal, working with the religion chairman, to
choose textbooks and determine teaching methods that will accomplish
the agreed upon goals of the religious education program. The choice
of textbooks is to be made from the list approved by the Archdiocesan
School office. This choice is subject to the confirmation of the pastor.

4123.21 Religious Education Chairman

Each Catholic elementary school must have a qualified Religious Education
Chairman appointed by the principal with the approval of the pastor.

4123.22 Parental Involvement

Parents should be directly involved in the religious education of their
children. Meetings should be held to inform parents of the school's
religious education program.

When feasible, children should be given the opportunity of receiving some
instruction from their parents, especially at times such as first confession
and confirmation. The school should provide educational help for parents
so they will be able to take their part in instructing the children. The
school should, however, be flexible and not ask more than the parents can
reasonably be expected to do.

4123.23 Liturgical Celebrations

Liturgical experiences, in accord with approved liturgical norms, should
be an integral part of the religious education program.

The pastor has the responsibility for all decisions and practices concerning
school pupils' participation in parish liturgical services. It is expected,
however, that the principal will take the lead in developing suitable
instructional programs to help the pupils understand and appreciate the
liturgy. The principal should encourage the faculty to take a lively
interest in the many liturgical developments approved by the Church.

Voluntary rather than compulsory attendance at Mass on school days is
to be encouraged.

- 4123.23 cont. The parish should provide Eucharistic Liturgies for the children in places and ways suited to their particular needs, but always in accord with approved liturgical norms.

Parents should be invited to participate in these liturgies to keep in clear focus that the norm of faith is that of the adult Christian community.

4123.3 Fine Arts

The Fine Arts, music, art, dance, and drama are basic in the curriculum and are absolutely essential for the total development of the student. The Arts are one of the most effective means of educating the emotions, of providing opportunities for the student to create, to participate, and to fulfill his human need for joyousness, beauty, self-expression and interaction. The Arts are also the primary means for the education of the senses, for teaching the eye to see, the ear to hear, the body to feel its relationship to space.

Experiences in the development of visual and auditory perception as well as emotional growth are basic to all other learning; consequently, the Arts must be an integral part of the curriculum in every school.

4123.4 Becoming A Person

All elementary schools are encouraged to include in the regular curriculum a program of education in human sexuality. The program must include adequate teacher preparation and frequent communication with parents.

4123.41 Regulations for Becoming A Person Program

The following guidelines should be followed for the Becoming A Person program:

The parent as primary teacher should be fully informed and as involved as possible in fostering the goals of the program.

No school shall begin the program unless it holds a prior parents night at which all the elements of the program are set forth and explained.

The school subsequently should also hold at least one or two more general meetings on child development and the various content areas of this program.

It is strongly recommended that grade level meetings between parents and teachers be held at various times.

All of the materials put into the hands of the children should be taken home from time to time so that they are available for the parents to read and work with.

- 4123.41 cont. Because of the unfortunate controversy that has arisen over the "sex education" dimension of the program, parents shall be allowed to prevent a child's participation in the program after a meeting with the principal and after submitting such a request in writing.

The program is designed to be taught by the regular classroom teacher to whatever extent possible or by a regular departmental teacher where that format obtains.

Teachers may be excused from teaching the program at the discretion of the principal.

The program was designed to be taught to boys and girls together. It is recommended that they be separated a minimal number of times at the discretion of the faculty.

4130 Instructional Arrangements

4131 Class Size

Class size is related directly to what the learning situation requires. For proper interaction and inquiry a small group may be best. For special needs a 1 to 1 situation is essential. If information is to be imparted the size of the group could be very large.

In traditional classrooms where 40 is a maximum number, schools are encouraged to reduce class size to 35. If the school uses team teaching or is a multi-unit school as in I.G.E., the categories above in the first paragraph are operative. Schools that are moving into alternate learning designs are free to work with the numbers of students as local wisdom decides.

4132 Grouping

To facilitate different learning modes schools are encouraged to use a variety of groupings. Examples of groupings might include the following: 1) independent study, 2) one-to-one, 3) small groups.

These groups should be flexible enough to adapt to the learning modes such as: 1) inquiry, 2) brainstorming, 3) discussion, 4) tutorial, 5) task group, 6) simulation - gaming - role playing. The basis for these groups may be: 1) homogeneous grouping, 2) heterogeneous grouping, 3) sociogram grouping, 4) interest grouping, 5) sex grouping. At any one time these groups may be used effectively but any grouping is wrong if used exclusively and in isolation.

4133 Experiences

Schools are encouraged to think creatively about ways in which they can use community facilities (local businesses, cultural and forest preserve facilities, organizations; social, civic and labor agencies as well as private residences) on regular and ad hoc basis.

4133.1 Field Trips

Activities like field trips, small or large group instruction at locations other than in the school, work study and distributive-education situations are highly encouraged.

4133.2 Cross Cultural Experiences

Schools are encouraged to work together on short and long range projects in which it becomes possible for students from different racial, ethnic and cultural backgrounds to share meaningful educational experiences.

4133.3 Apostolic Activities

The school is to provide leadership in fostering social awareness and a global vision of man. Students are to be encouraged and directed, as age and development permits, to devote themselves to the needs of others, both within their own neighborhood and within society at large.

Available opportunities are: The Campaign for Human Development, The Bishops' Overseas Relief Fund, programs of the Society for the Propagation of the Faith, Unicef, service to the elderly, eighth grade Urban Action program, and many others.

4134 Home Assignments

Research indicates that home assignments have little influence on academic achievement. In the light of these findings teachers should assign homework with great care and for the purpose of fostering habits of independent study. There is no reason for a teacher to feel that homework must be assigned every day.

4140 Instructional Services

4141 Materials Development

The Archdiocesan school office reserves to itself the responsibility for shaping and selecting the core materials for the elementary schools. No one locally may substitute a totally different program for the officially adopted programs without written approval from the curriculum department consultant who is responsible for the area in question.

4141.1 Adoptions

The Archdiocesan School Office follows the policy of multiple adoption of textbooks and programs. The titles of the officially adopted texts and programs are sent to the schools each year. These must be used at each grade level and in every area of the instructional program.

- 4141.1 cont. This policy in conjunction with subject field objectives creates a uniform curriculum for the elementary schools of the Archdiocese. To guarantee the selection of excellent materials, evaluation committees are formed consisting of teachers, principals, supervisors and curriculum experts. These committees are charged with the responsibility of reviewing all available materials in each of the subject areas.
- 4141.2 Pre-service Workshops
When a change in curricular programs involves a significant change in teaching style and materials it is mandatory that teachers participate in workshops for the program prior to implementation. If a teacher is added to the faculty after the implementation has begun that teacher must participate in either a pre-service or in-service workshop for the new program.
- 4141.3 Auxiliary Materials
The Archdiocesan School Office provides a list of recommended ancillary materials for the expansion of the learning program. Materials will be included on the recommended list only after evaluation by an appropriate committee. Although this service is provided it is up to the local school to fill out the basic program with as many materials as will provide a constant challenge to the learner.
- 4141.4 Pilot Programs
All piloting of instructional materials for publishing houses must be approved by the curriculum department. Schools are encouraged to get involved in such evaluations. All pilot programs must follow the guidelines set down by the curriculum department.
- 4141.5 Financing Instructional Materials
Local schools should have a special fund for updating materials systematically.

The purchase of books by each student for his personal and exclusive use is discouraged because it limits the diversity of materials and their use.
- 4141.6 Publishers
All publishers of instructional materials are responsible to the Archdiocesan school office:
1. To personally appear for periodic interviews so that they know the mind of the office.
 2. Present their materials first to the appropriate curriculum committee centrally before approaching the school.
 3. Abide by the guidelines set up by the school board office as regards:

4141.6
cont.

- a. visitation of local schools
 - b. respect for the decisions of the curriculum department
(i. e. , not selling materials at odds with the diocesan objectives)
 - c. proper deadlines for new presentations of materials
 - d. compliance with the piloting requirements for new materials analysis
4. Honor all requests for local in-service training as time and personnel permit and as required by contract.

4150 Scheduling

4151 School Calendar

Each school shall draw up and use an annual educational calendar based on the fiscal year (July 1 - June 30). In preparing this calendar the following minimum requirements must be met:

1. Students must be in attendance 176 days, either in the school or at some other learning site.
2. Four days must be scheduled for teacher institutes.
3. A half-day per month may be scheduled for teacher in-service programs and/or for faculty planning.
4. All schools must close on the following national holidays:
Labor Day, Thanksgiving, Friday after Thanksgiving, Christmas, New Year's Day, Memorial Day and Good Friday.
5. The following days mark important events in our nation's history, and should be celebrated with an appropriate observance:
Columbus Day, Veterans Day, Martin Luther King Jr. Day, Lincoln's Birthday and Washington's Birthday.
6. Inasmuch as the traditional Holy Days of Obligation which occur within the school year can be profitably commemorated by scheduling an appropriate liturgy for children during the school day and by arranging classroom activities which celebrate the feast, schools are encouraged to be in session on such days.

One copy of this educational calendar should be sent to the Superintendent's office annually, not later than June 1.

4151.1 Inclement Weather

As a general rule, all schools should stay open during winter storms for as many pupils as can make their way to school. This will obviate the problem of adding days to the school calendar in order to meet requirements of the Illinois School Code.

Any announcement closing City of Chicago Catholic schools will be made only by the Archdiocesan School Office over Chicago radio stations. When no announcement is made, schools are to stay open for those who come, the only exception being schools with extremely severe local conditions. Principals of these schools should report their emergency closing to a radio station.

Suburban Catholic schools to which most pupils come by bus may close when bus service is suspended because of hazardous driving conditions, but if most pupils come on foot, they should remain open for those who can make it to school.

In most cases, the principal should try to coordinate the Catholic school schedule with that of the local public schools.

4152 School Day

The daily schedule of each school must provide for a full five hours of instruction. Any time set aside for lunch, housekeeping chores, and the like, will be in addition to these five hours. Notwithstanding this minimum requirement, the schools are authorized to extend the day to 5-1/2 or 6 hours. This latter plan is strongly recommended by the Archdiocesan School Office.

4152.1 Lunch Hour

It is recommended that all elementary schools allow a minimum of 40 minutes for lunch and up to an hour, if necessary, to allow a substantial number of students to go home for lunch.

Exception to the 40 minute lunch period may be obtained from the Superintendent when there is sufficient reason for the change and when the school agrees to follow the regulations governing the condensed schedule.

4152.2 Lunch Hour: Regulations

Those schools that wish to change their daily schedule to the permitted condensed schedule must have good and reasonable causes for following the new scheduling. The reason must be presented in writing, with the knowledge and approval of the parish school board and/or pastor to the Superintendent's Office sufficiently in advance of the coming year to allow all the proper steps of implementation to be fulfilled thoughtfully. In this request it must be remembered, the minimum school day is five full hours of instruction.

4152.2
cont.

Once the reasons presented are adjudged sufficient, the principal again after consultation with the school board and/or pastor, will present for approval the new schedule to all parents in the school. This presentation will be in the form of a referendum in which 2/3 of those voting will decide the issue. Care must be taken to present the whole schedule for vote. The results of this vote are to be tabulated and sent to the Superintendent's Office.

If 2/3 are in favor of the condensed schedule, preparations must then be made to provide a healthy atmosphere for implementation. Experience has shown that no lunch period should be less than 20 minutes and that adequate provision should be made to allow some time for physical exercise -- preferably outdoors in good weather. The lunch period must not be so highly structured that it doesn't allow for socializing among the students.

4160 Individual and Remedial Services

4161 Blind

Centers are maintained in several elementary schools to provide special education for blind children. Partially seeing children are kept in their parish elementary schools and receive the services of itinerant teachers. For information call Catholic Charities 236-5172.

4162 Deaf

Day school centers for the deaf are located in several elementary and high schools. Therapy centers are available for the partially hearing. For information call Catholic Charities 236-5172.

4163 Emotional

Through the Catholic Charities services are available to children with emotional and behavioral disorders. Application must be made by the pupil's parents. Telephone: 236-5172.

Series 5000

5110 Budget5111 Budget, Archdiocesan School Board

The operations of the Office of the Superintendent shall be budgeted on an annual basis and submitted to the Archdiocesan School Board for its review and approval.

The budget prepared by the Superintendent shall be a balanced budget and it shall be submitted to the School Board at the beginning of the next fiscal year.

The operations of the Archdiocesan School Board itself shall be included and identified within this budget.

5112 Budget Preparation

The Superintendent is responsible for the preparation of the Office of the Superintendent's budget in consultation with the heads of the various functions. The budget shall be sufficiently detailed so as to identify the expenditure requests by category within each function.

The Chairman of the Archdiocesan School Board is responsible for the preparation of the Archdiocesan School Board budget in consultation with the Finance Committee and other Board members.

5113 Budget Adoption

The Archdiocesan School Board will adopt the budget of the Office of the Superintendent no later than 60 days prior to the beginning of the next fiscal year.

5210 Income, Archdiocesan School Board5211 Archdiocesan Service Fee

The Archdiocesan School Board shall raise by means of a student fee part of the funds necessary to meet the expenses included in the approved budget of the Archdiocesan School Board. The amount of the fee to be levied at the beginning of the year is to be determined by the Board at the same time it gives final approval to the budget. The collection of such fees from students and their transmittal to the Archdiocesan School Board are the responsibilities of each elementary school principal.

5221 Tuition

The tuition charge for each child in each family shall be determined by the parish school board. This determination is to be made after consultation with the pastor (and the Parish Finance Committee or similar body, if such exists) for the purpose of determining the amount of money to be allocated to the school from the general revenue of the parish.

Consideration shall be given to families who are unable to pay the fixed rate so that no child is excluded from the school for this reason. Similarly, a reduction in the per pupil charge should be allowed for large families which have several children in elementary or high school.

Before increasing tuition parish school boards should meet with parents to fully inform them of the financial needs of the school.

5222 Fund Raising Activities

The parishes and parish schools are strictly enjoined from using grade school youngsters as salesmen in fund raising activities which involve the distribution of merchandise such as Christmas cards, candy bars, raffle tickets, etc., the only exception being the sale of tickets for school conducted activities such as plays, recitals, and band concerts.

5223 Federal Funds

All funds collected and expended in connection with federal programs (Lunch and Milk) are to be kept in a special checking account completely separate from either school or parish banking accounts.

5310 Accounts

5311 Accounts, Archdiocesan School Board

It is the responsibility of the Superintendent of Schools to cause or to have caused the development of the necessary accounting procedures which will provide for adequate fiscal control and clear disclosure of specific items in the operational budget.

5312 Annual Audit

The School Board shall upon the recommendation of the Finance Committee in consultation with the Superintendent appoint an independent certified public accounting firm to conduct an audit of financial statements of the Archdiocesan School Board for the fiscal year ending June 30 of the year following its appointment.

The School Board reserves the right to interview the representatives of the firms under consideration and likewise to examine the professional credentials of the personnel assigned to conduct the annual audit.

THE END

APPROVAL SHEET

The dissertation submitted by Joanne M. Planek has been read and approved by the following committee:

Dr. Melvin P. Heller, Professor and Chairman
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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to the content and form.

The dissertation is therefore accepted in partial fulfillment of the requires for the degree of Doctor of Education

5/11/81
Date

Dr. Robert L. Monks
Chairman's Signature